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ABSTRACT

This report describes the Montana Tribal College Development Program (MTCDP), a project designed to meet the educational and economic needs of the state's American Indian tribal communities. The document also includes a detailed evaluation of the program based on research results. The MTCDP was designed to improve services of seven American Indian community colleges, mainly by strengthening qualifications of the college staff. Another feature was to design and conduct tribal-college institutional research for use by institutional management. The last function was to create a vehicle for technical assistance, inservice training, and other staff development activities for the tribal colleges. The MTCDP developed, provided, and institutionalized a graduate degree program in Adult and Higher Education at Montana State University, which continues to support the project. Ensuing transportation, curriculum, and inservice training problems were confronted. Research, technical assistance, and inservice activities were offered under the program. By the end of the initial funding period, 10 faculty members in tribal colleges had received their masters degrees and 10 others were working toward their doctorates. Institutional research centered around Indian learning styles, tribal college follow-up, and assessment of student outcomes. The program evaluation suggests that the MTCDP's stated goals had largely been met. The evaluation recommends continuation of the MTCDP. The document concludes that the MTCDP was a timely project for both the tribal colleges, which needed program assistance, and the university, which had been seeking linkages with the colleges in keeping with philosophy, the spirit of that guides land-grant institutions of higher education. The advisory board survey and the student interview survey are appended. (TES)

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Project Title: MONTANA TRIBAL COLLEGE DEVELOPMENT PROGRAM (MTCDP)

Grantee Organization: Montana State University
Center for Native American Studies
2-152 Wilson Hall
Bozeman, MT 59717

(Initially the grantee department was the Center for Bilingual/Multicultural Education, which subsequently moved to the Center for Native American Studies)

Grant Number: G008541023

Project Dates: Starting Date: September 1, 1985
Ending Date: August 31, 1988
Number of Months: 36

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Fund Program Officer: Diana Hayman

Grant Award:

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Year 2	123,014
Year 3	91,080
Total	$341,844

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SUMMARY

Montana Tribal College Development Program (MTCDP), a three-year FIPSE project, provided technical assistance and staff development training to seven developing Montana tribal colleges. The ultimate objective of establishing and institutionalizing a graduate degree program in Adult and Higher Education, designed specifically for the training and professional development of tribal college faculty, student services staff, and administration has been accomplished. By strengthening the skills and qualifications of tribal college professional staff, the Montana Tribal College Development Program improved the delivery of administrative, instructional and student personnel services to American Indian postsecondary students. Inservice training activities provided technical assistance to Montana Tribal College administrators in needed curricular, student service, and administrative areas.

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Montana Tribal College Development Program

EXECUTIVE SUMMARY

MONTANA TRIBAL COLLEGE DEVELOPMENT PROGRAM
Montana State University, Center for Native American Studies
2-152 Wilson Hall, Bozeman, MT 59717
Patrick Head, Director, (406) 994-3884

PROJECT OVERVIEW

Montana Tribal College Development Program (MTCDP) started in the Fall of 1985 by addressing the educational and economical needs of the Montana tribal communities. At its inception, MTCDP was designed to strengthen the qualifications of the professional staff of the seven Montana tribal colleges and improve the delivery of administrative, student personnel and instructional services to American Indian community college students.

To meet these two broad objectives, MTCDP developed, provided, and institutionalized a graduate degree program at Montana State University in Adult and Higher Education. Also, institutional research was designed and conducted to provide data for tribal college management, strategic planning and decision making. Finally, technical assistance and inservice activities were provided to all Montana tribal colleges addressing institutional needs.

The MTCDP program contributed to a major undertaking that benefitted the indigenous population of Montana and provided a much needed service to the tribal colleges and Montana State University. Tribal college faculty and staff were recipients of the MTCDP services either by participating in the MSU graduate program or through the many inservice/technical assistance activities provided during the past three years. Tribal college faculty and staff received many hours of technical assistance and inservice training as a result of this program. Ten tribal college faculty and staff received their master's degree and ten others are continuing to pursue their doctorates. Institutional research projects helped tribal colleges address accreditation requirements and assisted them in management, planning and decision making activities. Finally, MTCDP has bridged the gap between Montana State University and the seven tribal colleges and created a mutual working relationship that is highly symbiotic.

PURPOSE

Problems addressed by MTCDP were closely aligned with the tribal college needs assessment (see appendix A) completed by tribal college faculty, staff and administrators.

Eighty percent of the respondents to the needs questionnaire requested a graduate degree program that was designed and offered specifically for the training of tribal college faculty and administration. To design a relevant graduate degree program several institutional hurdles needed to be cleared including course approval, hiring of qualified instructors and advising to off-campus students. Five graduate seminars on culturally relevant material and three

3-credit courses on specific tribal college issues (Tribally Controlled Community Colleges, Minorities in Higher Education and Effective Academic Practices for Minority Students) were approved (see appendix B).

Several problems surfaced in delivering a graduate degree program to tribal colleges. First of all the vast distance was a problem in getting courses to the four different educational sites (see appendix C) at which classes were held. This was especially true during the winter months when travel was difficult for both students and MSU faculty. Another problem was the limited time of tribal college faculty involved in the MSU graduate program. Many were confronted with juggling employment duties while at the same time working on a graduate degree. Although graduate students had release time from their jobs, many couldn't afford to take time away from work. MSU instructors initially had no idea what Indian reservations and Indian culture were all about and created a misunderstanding between instructors and the students which was resolved as instructors became sensitive to the different cultural environment.

Limited or inadequate institutional data for tribal college management and articulation agreements with the Montana State University system was addressed. MSU faculty expertise and research resources were made available to conduct institutional research at both the tribal colleges and MSU to deal with this problem. One segment of the institutional research objective was to get information back to tribal colleges as soon as possible for their institutional development activities and to publish the results in appropriate journals. This activity was more time consuming than initially thought to be and created a back log in getting materials out to tribal colleges. This activity became easier during the third year and projects undertaken were limited in number and the results easier to get out to the tribal colleges. This also meant that trying to get research findings published was delayed and soon was on the back shelf left to be accomplished for another day and soon became less of a priority. By not getting the results published in a timely manner made it easier to place less of an emphasis on this activity. Research and publishing of the findings will be a priority for the new Office of Tribal Service.

The third problem tackled by MTCDP was to address the need for tribal college technical assistance and inservice training. This objective was probably the easiest to accomplish as Montana State University resources were made available to this project. Open lines of communication with tribal college administrators helped in getting requested workshops and inservice training out to Montana tribal colleges.

BACKGROUND AND ORIGINS

The Montana Tribal College Development Program was a timely program for developing Montana tribal colleges and

for the reconfirmation of Indian educational support by Montana State University. In an effort to support tribal colleges, Montana State University reconfirmed its land grant philosophy and extended a hand of support by institutionalizing the MTCDP and creating an Office of Tribal Service. This new office continues to work with tribal colleges in the same manner as the FIPSE grant with minor budgetary changes. To confirm the working relationship of MSU to the Montana tribal colleges, MSU President Tietz made a personal tour of all seven tribal colleges and pledged his support of their institutional development. In conjunction, tribal colleges were supportive of MSU and worked harmoniously on many joint ventures.

PROJECT DESCRIPTION

The main feature of the MTCDP was to strengthen the qualifications of the professional staff of seven Montana tribally controlled community colleges . : Another feature was to design and conduct tribal college institutional research which will provide data for institutional management. The last function was to provide technical assistance, inservice training, and other staff development activities addressing tribal college needs.

PROJECT RESULTS

Qualifications of tribal professional staff members were up-graded as 10 faculty members received a master's degree and 10 faculty are continuing to work on their doctorate. Institutional research completed centered around "Indian Learning Styles", "Tribal College Follow-up" and "Assessment of Student Outcomes Survey." Inservice training was presented each quarter at individual tribal colleges addressing individual needs. MSU faculty and staff were used in presenting these workshops/inservice training activities.

EVALUATION

Each year of the program an outside consultant assessed the progress of the program. Internally, the Director and Department Head had regular meetings to discuss the time lines and objectives of the program.

SUMMARY AND CONCLUSIONS

MTCDP was a timely project for the Montana Tribal Colleges and Montana State University. Tribal colleges were looking for assistance and Montana State University was searching for some type of interaction with tribal colleges to truly promote the Land Grant Institutional philosophy. Milage gained form this project far exceeded the expectation and both Montana State University and Montana Tribal Colleges benefitted form the objectives set forth in the proposal.

MONTANA TRIBAL COLLEGE REPORT

PROJECT OVERVIEW

Montana is home to 37,153 American Indians; most living on seven Indian reservations. The socio-economic profile of these American Indian communities present a dismal picture. Unemployment among Indians range from a low of 41% on the Fort Peck Reservation to a high of 72.9% on the Rocky Boy's Reservation. Per capita income for Montana Indians is $3,883, approximately one-half the $6,783 per capita for all Montana residents. Percentage of Indian people below the poverty level ranges from 33% on the Crow Reservation to 47% on the Fort Belknap Reservation, as much as four times the percentage of non-Indians. While education holds promise for American Indians, the educational attainment of these people lag far behind that of other ethnic groups in America. The Montana Tribal College Development Program (MTCDP) started in the Fall of 1985 by addressing the educational and economical needs of the Montana tribal communities. The project was designed to strengthen the qualifications of tribal college professional staff members, and to eventually improve the delivery of administrative, student personnel and instructional services to American Indian community college students.

In the Fall of 1984, the Center for Bilingual/Multicultural Education at Montana State University conducted a formal needs assessment at four of the target tribal

community colleges. Three major needs were staff development and inservice training, retraining of professional staff members through a relevant graduate degree program, and institutional data and research assistance.

PURPOSE

The major thrust of the MTCDP was to strengthen the qualifications of the professional staff of seven Montana Tribal Colleges, and thereby to improve the delivery of administrative, student personnel, and instructional services to American Indian students. In meeting these objectives, MTCDP had the following goals and related objectives:

1. To develop, provide, and institutionalize a graduate degree program in Adult and Higher Education which is responsible to the unique academic needs of Montana Tribal Community College administrators and faculty. As an objective, MTCDP was going to produce 15 tribal college graduates with Master's degrees and five doctorates. Another objective was to have at least 40 faculty and staff received training in at least one MSU graduate course. To get the MSU curriculum to reflect tribal college needs, several courses were developed including 2-three credit graduate courses and 4-one credit seminar courses. By the conclusion of the third project year, the tribal college emphasis will be institutionalized and a 1.0 FTE tenure-track faculty position will be committed by Montana State University.

   Perhaps the most significant component of the MTCDP will be the graduate degree program in Adult and Higher Education. This graduate program will not only draw upon MSU programs, but it will incorporate resources developed through other components of this project (institutional research and inservice training). The graduate degree

program will consist of the traditional core requirements in the existing MSU higher education program with additional courses focusing on tribal college issues. The delivery plan was designed to overcome the obstacles as stated by tribal college questionnaire respondents. Barriers were overcome by delivering the graduate program through a variety of modes, including on-site instructional delivery, full-time on-campus summer study and financial assistance in the form of tuition waivers.

The MTCDP Director and MSU faculty were accessible by telephone for individual consultation. On-site graduate courses were held during the evenings and on Saturdays to avoid conflicts with normal working hours. The lack of library resources was often cited as a major problem for off-campus graduate education which prompted MTCDP to provide some of the reference material as well as an extensive bibliography for each course off campus.

2. To design and conduct institutional research at the Montana Tribally controlled community colleges, which will eventually provide data for institutional management, strategic planning and decision making. Research activities will also provide relevant text material and content for staff development activities and for graduate course work. One major research project and two campus projects were set as goals for each year. Research findings (professional articles, monographs, working papers, and/or research reports) were expected to be published in professional journals and in ERIC documents. Each year one paper, professional workshop, or training session was to be presented at a major Indian Education conference.

   To address the problems of inadequate data for college management and articulation agreements with the Montana University system, MTCDP gathered the resources of Montana State University to conduct institutional research at the Tribal Colleges. Some of the activities include: Profile of Student Body Characteristics, Student Outcomes Research, Longitudinal Study, and Learning Style Identification. In general, research studies were conducted by MTCDP staff with the assistance of outside consultants.

   Research findings are to be submitted to reputable journals and ERIC so that scholarly contributions can be made to the literature of tribally controlled colleges and minorities in higher education.

3. To provide technical assistance, inservice training, and other staff development activities addressing needs of tribal colleges. At least 70% of all tribal college faculty and staff would receive some type of inservice training as an objective of the FIPSE grant. At least two administrative staff people at each tribal college will be trained in data collection, statistical methods and research design. At the end of the third year, at least ten videotapes will be recorded for use in the graduate program and for tribal college staff development.

   Responding to the need for staff development, the MTCDP provided technical assistance and inservice training in areas of locally-identified needs. Identified topics for training and technical assistance include the following: Long-range Strategic Planning, Effective College Teaching Strategies, Administrative Practice and Procedures, The Accreditation Process, Computer Application in Administration and Teaching.

Of the three main MTCDP objectives, one area that I would rethink whould be the selection process of those tribal college faculty who would benefit from the professional development objective. This activity was primarily utilized by the non-Indian tribal college staff members. The Indian tribal college staff members were poorly represented in this activity that, although not an objective of the proposal, would have been ideal in promoting self determination and ultimately have Indian people take charge of their educational institution at all levels of academe. Although MTCDP didn't put ethnic criteria as a basis for participation in the graduate training program, I felt that this program didn't do justice for the long-term betterment of tribal colleges and their Indian staff. As tribal colleges develope they will need

degreed tribal people to provide the leadership and professional development for other Indians pursuing a tribal college career. Although the participants were primarily non-Indian, those that did participate were committed to the tribal college movement and put their efforts into the program. The only difference between the two is that non-Indians could easily migrate out of the tribal college system whereby Indian staff tend to be more permanent in their community.

Support staff should have a clearer role in their professional development, especially in up-grading skills. The inservice training was suppose to accomplish this but missed the mark because it was set for all employees and didn't meet the specific needs of individuals.

The 1.0 FTE position that MSU promised became a reality and as a result of the FIPSE grant support for the three years, MSU President Tietz committed the institution to a tenured track position once the MTCDP was completed. The new office is under the Center for Native American Studies program and is called the Office of Tribal Service.

Institutional research component of this proposal seemed to be a job in itself, as many of the projects could have been a full time job just in gathering data, writing up the findings and submitting for publication. I feel that perhaps involvement in one major research project at a time would have been ideal so that every step could have been completed and the end result published. Too many activities were going on at one time and this component became less of

a priority.

Inservice training seemed to be the easiest to complete as this activity could be easily coordinated with all involved. Having the financial and human resources available made this activity easy to accomplish.

Meeting individual needs of the faculty and staff might have proven to be the answer in addressing the professional needs of the tribally controlled community colleges. Tribal colleges are in the development stages and need assistance that is relevant and meet the immediate need of almost every department. Business officers need assistance in streamlining business activities; student support service personel need to have training on how to incorporate computers into their student data base operation and how to computerize their registration process, and presidents need accurate and up-to-date information on all activities.

BACKGROUND AND ORIGINS

Montana State University is the furthest state campus from any of the seven Montana Indian reservations and is yet the most active in recruiting Indian students. MSU is also very committed to Indian education and enjoys and appreciates the working relationship it has with the Montana reservations. The MSU student population is approximately 10,000 (1988) with 2% (200) Indian students. Montana has seven tribally controlled community colleges located on each of reservation in the state, two of which are accredited by

the Northwest Association of Schools and Colleges and the remaining five are in the process of seeking accreditation. Montana is the third largest state in the lower 48 (145,392 square miles) and reservations are located throughout the state which makes driving to and from reservation communities time consuming. For example, it is 540 miles round trip from MSU to Browning (Blackfeet Reservation) and 866 miles round trip to Poplar (Ft. Peck Reservation). In both cases extra time is needed to travel to the reservation sites.

Dr. Bobby Wright, a recent graduate in Adult and Higher Education and an Indian himself, envisioned the tribal colleges and MSU working together on a graduate degree/support program for the tribal colleges. In an effort to support tribal colleges, Montana State University reconfirmed the land grant philosophy and extended a hand of support by institutionalizing the MTCDP and creating an Office of Tribal Service. This new office continues to work with tribal colleges in the same manner as the recent FIPSE grant. To confirm the working relationship between MSU and the Montana tribal colleges, MSU President Tietz made a personal tour of all seven tribal colleges and pledged his support of their institutional development. In conjunction, tribal colleges realized that MSU was an ally and worked closely on many joint ventures.

PROJECT DESCRIPTION

The main feature of the MTCDP was to strengthen the qualifications of the professional staff of seven Montana tribally controlled community colleges. Other features were to design and conduct tribal college institutional research which will provide data for institutional management. The last function was to provide technical assistance, inservice training, and other staff development activities addressing tribal college needs.

One assumption that the MTCDP took was that if qualifications of tribal college staff were up-graded (graduate degrees), then perhaps the staff members themselves would be willing to take over more leadership in developing the tribal colleges in the long run. This assumption prevailed over the other two activities (institutional research and technical/inservice training), the only difference was that these two activities were geared for the short term influence.

Strategies were two pronged; The first to get professional staff into the MSU graduate program and the other was to assist with every-day occurrences by providing inservice training.

The MTCDP undertook a major role in the initial development of tribal colleges in that it was there for the tribal college presidents. If any one of the Montana tribal college presidents wanted some inservice/technical training program then MSU would respond with the services. The

original design of the program changed very little, if changes were made they were to accommodate the tribal colleges and their individual requests.

PROJECT RESULTS

Qualifications of tribal professional staff members were up-graded as 10 faculty members received a master's degree and 10 faculty are working on their doctorates. Institutional research completed centered around "Indian Learning Styles", "Tribal College Follow-up" and "Assessment of Student Outcomes Survey." Inservice training was offered each quarter at individual tribal colleges addressing individual needs. MSU faculty and staff presented these workshops/inservice training activities.

Institutional research and the results were presented at national, state and tribal meetings. In most cases, positive comments were received by participants at the conferences and many were impressed with Montana State University and their commitment to Indian education. Other tribal colleges in North and South Dakota have asked about this program and are impressed with our graduate program that specifically addresses tribal colleges. As of this date I do not know of any other program like this across the country.

EVALUATION

During each program year an outside consultant is hired to assess the progress of the program. Internally, the Director and Department Head have had regular meetings to discuss the time lines and objectives of the program and make an assessment of program achievements.

All program objectives were assessed and evaluated as to whether or not they were accomplished (see evaluations attached). The evaluation found several strengths of MTCDP which were (actual quotes from respondents):

1. Getting more people together from the different colleges is as much or more important than the academic stuff.
2. Working with people who are active in tribal colleges; it's an extremely active model, you can take it back to the classroom.
3. The leadership of the MTCDP. They came to the (tribal) colleges in an effort to perceive the environment.
4. The research.
5. Networking.
6. The comradery, the sharing among participants, seeing issues from the perspective of others.
7. Leadership for all tribal colleges in the country, not just in Montana.
8. The program changed the lives of 15-16 people and has helped us to do a better job. We have gotten to know each other.

Of course there was some major weaknesses of the program as indicated in the latest program evaluation:

1. The rigidity of the requirements, such as comprehensive exams.
2. There is an elitism in higher education which requires a lot of "hoop jumping."
3. Lack of Native American fellows.
4. It hasn't put more Native Americans through the program.
5. It is not realistic to get a doctorate in three years.

Plans for continuation are many and look positive for the up-coming years. First of all MSU, has institutionalized the MTCDP by creating the Office of Tribal Service and obligated a tenure track position with a state supported budget. To carry on the major intent of the program, MSU is continually seeking ways to assist the tribal colleges. Of course, this interaction is a two-way street as tribal colleges have something to offer MSU and a symbiotic relationship must be maintained if this interaction is to continue. For those tribal college employees who have not completed their doctorate, MSU has found additional funds for tuition and fees for the academic year (1988-1989). Graduate courses for the academic year 1988-1989 have been approved and will be taught for Winter and Spring quarters. These graduate courses specifically address tribal college issues and are in addition to those that already address minority issues.

The previous MTCDP advisory board will stay active, on a limited basis, and will be used for on-going assistance and advice on how best to keep the avenues of communication open. The Center for Native American Studies will continually assess the Office of Tribal Service and, because the new position is tenured, will have a two-year tenure review to evaluate his/her effectiveness.

SUMMARY AND CONCLUSION

MTCDP was a timely project for Montana Tribal Colleges

and Montana State University. Tribal colleges were looking for assistance and guidance and Montana State University was searching for ways to interact with the seven Montana tribal colleges. Milage gained from this project far exceeded the expectation of Montana State University and the Tribal Colleges.

Other organization or individuals who are seeking some type of agreement with tribal colleges in a program of this nature ought to keep in mind that any arrangement be a bilateral arrangement.

As the MTCDP director, I was very impressed with the mission and scope of the Montana tribal colleges and found a gem in the raw that is unique and serves the purpose of the reservation communities. There is definitely a need for tribal colleges and a mutual symbiotic relationship could exist with major state universities.

APPENDIX-A

Needs Assessment
for
MONTANA TRIBAL COMMUNITY COLLEGE DEVELOPMENT PROGRAM

Montana State University President Bill Tietz has recently established an administrative office to establish, coordinate, and facilitate strong relations with the Tribally Controlled Community Colleges, "because of our continuing interest in the Tribally Controlled Colleges and the desire to see them succeed."* In the spirit of President Tietz's message the Center for Bilingual/Multicultural Education at MSU is developing a program to provide technical assistance and staff development programs for the colleges, consistent with locally-identified needs and with the ultimate goal of establishing a master's and doctoral degree program in Adult and Higher Education designed specifcally for the training of faculty and administration of tribally controlled community colleges. Please assist in the planning and implementation of this effort by completing the following survey. Thank you for your participation.

*Excerpt from Tietz's letter to MSU Vice Presidents, Deans, and Native American Progam Directors, September 27, 1984.

1. Please indicate your affiliation with the Community College?

55%	Faculty	10%	Student Services
25%	Administration	5%	Other (Institutional Development
5%	Board of Trustees		Physical Plant
			Consultant
			Chair)

2. Does your College have a formal Staff Development Plan?

15%	Yes	67.5%	No	15%	Don't Know

3. Are staff development and inservice programs adequate for your professional development needs?

13%	Adequate	73%	Inadequate	10%	No Opinion

Comments:
-- 3 respondents indicated that such programs were non-existant or inadequate.
-- The college could definately benefit from staff development.
-- Need more in-service, rely too much on professional organization for staff development.
-- We really need work in this area. We are encouraged to seek graduate degrees, etc., but we are very rural and it is difficult.
-- We have none. Being isolated from a college campus, we desperately need on-campus graduate inservice programs.
-- Most staff are non-Indian. Many students have high stress environment: single parents/alcohol-drug abuse/little money, so I think we need special help.
-- Need to develop formal plan.
-- We don't have the funds for adequate staff development. We have to find a way to finance this.
-- Such programs could be most useful.

-- Need additional funds for a program of study leading to a higher ed. degree.
-- Adequate but continually need review and improvement.
-- Other than the considerable personal reading I do, I have no opportunities for professional development in my four and one-half years teaching at (the college).

4. Do the traditional College degree programs adequately prepare staff for teaching and/or administration at a tribally controlled community college (e.g., MSU's program in Adult and Higher Education)?

35% Yes 40% No 13% Don't Know

Why or Why Not?
-- There is no difference in teaching at a college or a tribal college with the knowledge of a different value system.
-- Because college "teacher ed" programs, from my experience are geared primarily towards teaching "primary, elementary and secondary." Virtually nothing for post-secondary in area of TRIBAL COLLEGE Teaching.
-- Ignores cultural differences of Indian populations specifically. No established instructional aides for classroom use aimed at Native American population.
-- No school in Montana offers a Master's program in my area of Institutional Development (Development Officers for two year colleges)
-- Some of the courses are helpful but need more specific teaching techniques to meet bilingual education needs, strategies.
-- Programs, facilities, communities, etc. are unique.
-- Indian community colleges are basically nontraditional.
-- Yes. But for teacher/administrator I think there should be some preparatory work in Native American studies.
-- Probably lack of knowledge of student abilities (inadequate assessment) and lack of inner workings of TCCC.
-- In some instances BCC administrators are adequately trained. However, support professional staff, ie: FAO, Registrar, Counseling, need specific training in their area.
-- They don't really prepare them for teaching on most levels.
-- NMC (100 miles away) focuses mainly on elementary courses. I need post-secondary courses in English, reading and journalism.
-- I had a special program - area major in Social Sciences as a part of my Ed major from Seattle U. It is very helpful to identify my cultural biases.
-- I think that any academically sound 4 year college program will prepare sufficiently; the cultural differences are not that different from other cultures.
-- In general, however, would like more specific type courses in addition to those offered, such as tribal politics, governance.
-- If the candidate received a degree from an accreditated school I feel that he/she would be adequately prepared.
-- I don't know, I don't have my B.A. yet.
-- With application of knowledge and skills learned - combined with individual research in one's area of interest, preparation can be viable and pertinent.
-- I'm unfamiliar with MSU's programs but have found the combination of my graduate study at the U of Wash. and my personal experience in cross cultural living suitable though not ideal.
-- T.C.C.C.'s are a relatively new idea in higher education. The uniqueness

of tribal governments in their role toward education has not truly been researched and studied. The idea of T.C.C.C.'s does it work? If so, how effectively? Those types of questions need to be addressed.

-- I don't know. My undergrad degree is not in Education.
-- I am not familiar with these programs.

5. Rate the importance of the following areas which could be included in a staff development/inservice training program at your college? (Ratings 1-5, from Not Important to Most Important)

Adult Learning: Theory and Practice: 3.65

Cross-Cultural Education Awareness: 4.14

Long-range/Strategic Planning: 4.45

Effective College Teaching Strategies: 4.29

Community Education (Philosophy and Methods): 3.93

Program Leading to a Graduate Degree (e.g., M.A.): 4.27

Administrative Practices and Procedures: 4.11

The Accreditation Process (Self-Study, etc.) 4.12

Training in the Subject Content Areas: 4.05
Specify: Bilingual/Cultural Awareness (2)
Business
English (4)
Reading
Financial Aid
Registrar
Higher Education
Computer Application (2)
Accounting
Science
Tribal Government
Communication
Speech

Computer Applications in Administration: 4.00

Computer Applications in Teaching: 4.03

Bilingual Education: 3.35

Other training topics: 4.67/5.00
Specify: Agriculture
Home Economics
Voc.
Communication
Fiscal Management
Economic Indicators
Accounting/Reporting

Speech
Language Arts
Budgeting
Journalism Workshop
Reading Workshop
Alcohol/Drug Workshop
Job Market vs. Graduates
Counseling (2)
Placement
Support
Intervention Techniques

6. If a graduate program leading to an advanced degree in education was designed and offered specifically for the training of tribal college faculty and administration, would you participate?

80% Yes 7.5% No 13% Don't Know

Under what conditions would you participate?

38% Master's Degree Only
43% Doctoral Degree Only
55% Part-time, on-site only
45% Full-time at University during Summer
13% Other conditions (specify: flexible, financial help, part-time at university, full-time if funded, some courses at reservation during academic year, GRE scores adjusted for entrance to doctoral program.)

7. Which obstacles or barriers prevent you from pursuing an advanced degree, if any? (Check all that apply.)

7.5% Not interested in pursuing an advanced degree
7.5% Presently have a terminal degree
45.0% Job responsibilities
27.5% Unwilling to leave community to attend University
40.0% Family responsibilities
75.0% Financial burden
55.0% Desired courses/degree program is not available locally
0.0% Age (i.e. consider myself too old to return to school)
0.0% Health
32.5% Prefer program closer to home
0.0% Other (specify: interested in week or 2 week to 4 week programs; have Ph.D.; Do not want an M.Ed. - prefer a Business Education M.S. with entranced learning from general education advanced courses.)

8. General Comments/Suggestions:

-- I'm not interested in another degree, but I would be interested in a class, on-site - especially Indian Cultural Awareness related to teaching, and alcoholism and drug abuse: strategies for teaching.
-- Fort Belknap College would like to be considered as a possible in-service site!
-- This in-service training program is especially needed here at Fort Belknap College, as we are far from a college campus, and in need of graduate courses to enable us to complete work for a Master's Degree. This is

fantastic news - and gives me great hope - for college training. Please consider our college and our isolated location!

-- It is as important to understand the life style and culture of the Native American as any other, yet it seems we are bombarded far more than those of the Hispanics, Black, and Whites.

-- It seems that the questions asked are "designed specifically to help our programs."

-- A great idea to get staff additional training during off time.

-- Once an educator proves his sincerity in teaching students (not just a job), the teaching process and work is easier. If you can't prove your sincerity and remain inflexible, you might as well go and stay home.

-- If the program becomes funded, what type of role would the T.C.C.C.'s play in the planning and implementation of the program. What specific services would be given to reservations? If not funded, what will MSU do to assist T.C.C.C.s?

-- I would be sincerely interested in acquiring a Master's Degree in Adult or Higher Education or a Master's Degree in Business.

APPENDIX-B

THE COLLEGE OF GRADUATE STUDIES

Montana State University

GRADUATE PROGRAM

(five copies required)

Please print or type.

STUDY PROGRAM FOR DEGREE OF Master/Doctor of Education IN Adult and Higher Education

DEPARTMENT NAME AND COURSE NUMBER	COURSES IN MAJOR SUBJECT	INSTRUCTOR	SCHOOL YEAR	CREDITS EACH QUARTER			
				A	W	S	Su
* EDAH 560	Foundations of Higher Education	Peters/ Howard	1985	3			
* EDAH 525	Community College	Peters/ Howard	1985	3			
* EDAH 567	Comparative Adult and Higher Education	Peters/ Howard	1986		3		
* EDAH 561	Legal Issues in Higher Education	Peters/ Howard	1986		3		
* EDAH 580	Philosophical Issues of Higher Education	Peters/ Howard	1986			3	
* EDAH 510	College Teaching	Peters/ Howard	1986			3	
* EDAH 555	Community Education	Gregg	1986				3
* EDAH 540	Adult Learning	Brockett	1986				3
* EDFD 501	Educational Statistics I	Strohmeyer	1986				4
* EDAH 500	Seminar: Teaching the Culturaly-Different	Wright	1986	1			
* EDAH 515	Organization & Administration of Higher Ed.	Baker/Peters	1986	3			
* EDFD 506	Research Design	Baker	1987		3		
* EDAH 580	Minorities in Higher Education	Head	1987		3		
* EDAH 580	The Tribally Controlled Community College	Head	1987			3	
* EDAH 576	Internship	Peters	1987			3	
EDFD 502	Educational Statistics II	Strohmeyer	1987				4
EDFD 606	Doctoral Research	Strohmeyer	1987				3
EDAH 580	Effective Practice for Minority Students	Head	1987				3
EDAH 500	Seminar: Tribal College Curriculum	Head	1987	1			
EDAH 500	Seminar: Tribal College Topics	Head	1988		1	1	1
EDAH 690	Doctoral Thesis (Minimum 20 cr. required)	Staff	1987-88	5	5	5	5

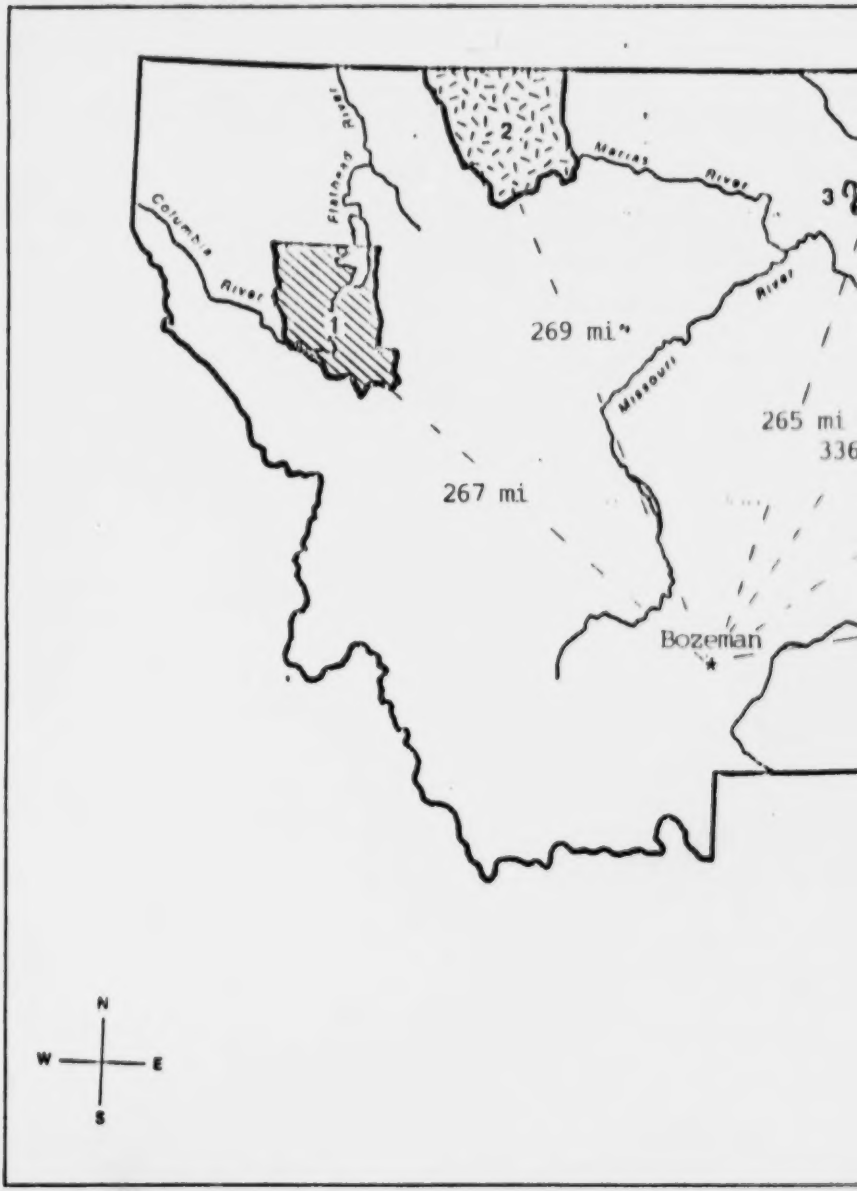
* Courses required for both master's and doctoral students; master's students continue summer study to complete a supporting area outside the EDAH curriculum.

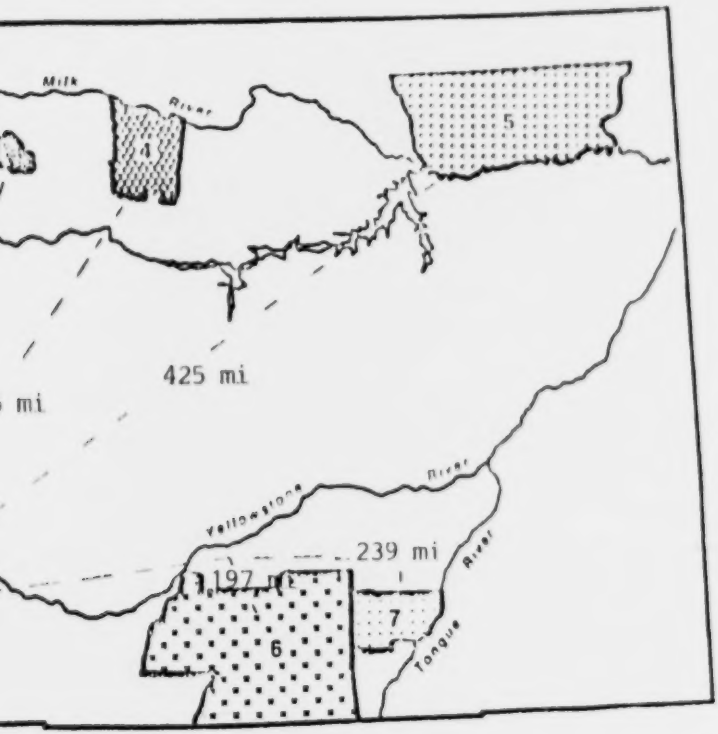
MASTER'S MAJOR TOTAL 54

DOCTORAL MAJOR TOTAL 78

APPENDIX-C

MONTANA INDIAN RESERVATIONS





1. Flathead Indian Reservation
2. Blackfeet Indian Reservation
3. Rocky Boys Indian Reservation
4. Ft. Belknap Indian Reservation
5. Ft. Peck Indian Reservation
6. Crow Indian Reservation
7. Northern Cheyenne Indian Reservation

EXTERNAL EVALUATION

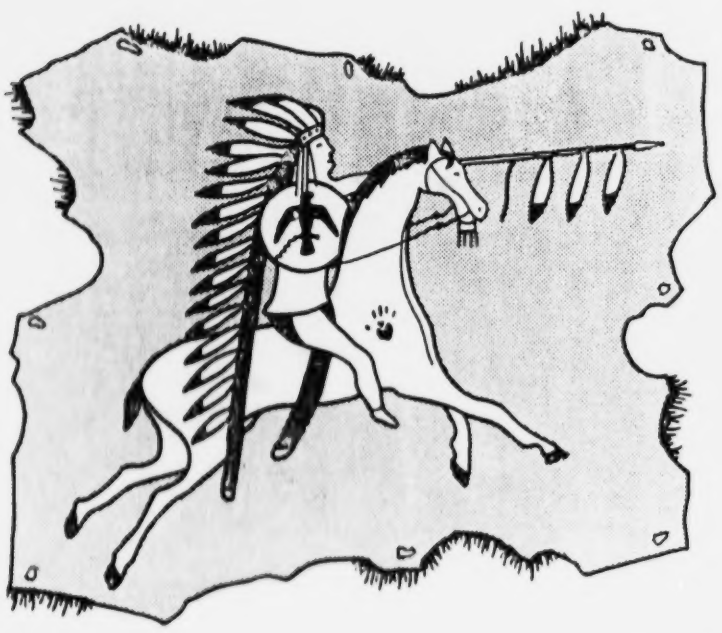
MONTANA TRIBAL COLLEGE DEVELOPMENT PROGRAM

GRANT NUMBER: G00841023

CENTER FOR NATIVE AMERICAN STUDIES

MONTANA STATE UNIVERSITY

BOZEMAN, MONTANA 59717-0006



SUBMITTED BY:

WALTER C. FLEMING
AUGUST 1988

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Addendum A - Student Interview Survey.

B - Advisory Board Survey.

I. INTRODUCTION:

Montana State University (Bozeman), Center for Native American Studies (CNAS) is the grantee for the "Montana Tribal College Development Program" (herein referred to as MTCDP), funded by the United States Department of Education, Fund for the Improvement of Post-secondary Education (FISPE) under provisions of 1972 P.L. 92-318, (CFDA No. 84. 116C). This grant is administered in accordance with the applicable provisions of Title 34 of the code of Federal regulations, Parts 74, 75, 77 and 78 (formally 45CFR, Parts 100A, 100C and 100D), including any amendments in effect on the date of the grant award and 34 CFR 630.

Funding for the Montana Tribal College Development Program (MTCDP) is $91,080 for year three of the Project. The project period is 36 months, current budget period beginning on September 1, 1987 and ending on August 31, 1988. The cumulative grant total for the Montana Tribal College Development Program is $311,844. This evaluation is for the third budget period.

The grantee for this Project is Montana State University, the Center for Native American Studies, 2-152 Wilson Hall, Bozeman, Montana (59717-0006). The Grant Number is G00841023; CRS Entity # 1-816010045-A1; Project Number 116CH70022; and FY & CAN 86 E003100.

The Principle Investigator for the program is Dr. Irvin "Bobby" Wright of the Center for Native American Studies and Mr. Patrick Head, Project Director. The Department of Education Project Officer is Ms. Diana Hayman; DOE Negotiator is Ms. Linda Kinney and the DOE Grants Officer is Ms. Constance M. Tynes.

The Montana Tribal College Development (MTCDP) Program, now completing its third of a three-year project period, is designed to extend the resources of Montana State University to assist the institutional development of Montana's seven tribally-controlled community colleges and thereby to improve the delivery of administrative, student personnel, and instructional services to American Indian community college students. In meeting this broad purpose, the Program has three major goals:

1. To develop, provide, institutionalize a graduate degree program in Adult and Higher Education which is responsive to the unique academic needs of administrators and faculties at Montana's tribally controlled community colleges.

2. To design and conduct institutional research at the Montana tribally controlled community colleges which will provide data for institutional management, strategic planning, and decision-making, as well as provide relevant text material and content for the staff development activities and the graduate coursework.

3. To provide technical assistance, in-service training, and other development activities which address needs identified at the tribal colleges.

By the conclusion of the three-year project period, Montana State University envisioned developing the curriculum, the research strategies, a body of scholarly literature, and the personnel expertise to assume national leadership as a training and research center for tribal college staff across the country--meeting current as well as future needs of these emerging post-secondary institutions.

II. DESCRIPTION OF EVALUATION PROCEDURES:

A. Objective Review:

During the site visit, July 11 - July 15, 1988, this reviewer examined the documentation made available to determine to what extent the program objectives have or have not been met. The review of that evaluation is found in the Objective Review (Section IV.) later in this evaluation.

B. Student Interviews/Surveys:

During the week of July 18 - July 22, 1988, the evaluator met with ten (10) of the eleven (11) student participants (or 91 percent) currently in the Montana Tribal College Development Program. Interviews of one half to one hour in length were conducted utilizing the format found in Addendum A. Results were then compiled and studied, the outcome of which is summarized in Section V., Student Interviews.

C. Advisory Board Survey:

Also utilized was a survey designed to appraise the attitudes of the Advisory Board. This survey (see Addendum B) is similar to that administered to the student participants. The summary of those are found in Section VI., Advisory Board Questionnaire Responses.

III. MANAGEMENT EVALUATION:

During the on site visit, the reviewer was given the opportunity to assess the management of the Montana Tribal College Development Program (MTCDP). The assessment was gained via the interview, record review and document review and took place during the week of July 17 - July 23, 1988. The areas of inspection includes staffing, organization, staff/program evaluation, monitoring and management, training, dissemination of informa-

tion, facilities, fiscal reporting, record keeping and documentation, Advisory Board, property and procurement, and coordination.

A. Staffing:

The Montana Tribal College Development Program is administered by the Program Director under the supervision of the Principle Investigator (the Director of the Center for Native American Studies). Other Project staff include a 1/2 time secretary and student work-study clerical support.

The Project secretary serves the MTCDP on a .50 FTE (Full Time Equivalency) basis and also functions as support to the Native Americans in Adult and Higher Education Program (NAAHEP). These two programs share a suite of two offices which has a common outer office or secretarial work station.

It is apparent that the split work assignment causes difficulties for the Project secretary. Work assignments are not presently prioritized according to any factors nor is there any clear accounting of her time in service to the Montana Tribal College Development Program and the Native Americans in Adult and Higher Education Program. It is not known if the Project secretary is actually used for MTCDP services 50 percent of the time as her appointment demands.

The Project Director holds an adjunct position with both the Center for Native American Studies and the College of Education. This evaluator has found the Project Director to be more than competent and his service to the Project has been exemplary.

A search is currently being conducted by the Center for Native American Studies for a tenure track faculty position of Director, Office of Tribal Service/Assistant Professor of Adult and Higher Education. The

duties of the office will include "teaching responsibilities in the College of Education"[1], to teach course work in the Tribal College Affairs Emphasis. The funding by the Montana State University of this position solidifies the commitment to the tribal colleges begun, in part, by the Montana Tribal College Development Program. Start date for the position is September 1, 1988.

A review of the documentation and a discussion with the Director of Human Resources/Affirmative Action at Montana State University reveals that the search is being conducted according to Montana State University Affirmative Action/Equal Opportunity policies and procedures. This reviewer is satisfied of the propriety of the progress of the search thus far.

B. Organization:

The Montana Tribal College Development Program is administered by the Project Director under the Center for Native American Studies (CNAS), an academic department within the College of Letters and Sciences. The Project Director reports directly to the Director of the Center for Native American Studies who is the Principle Investigator of the project.

The Project Director is funded at a .50 FTE (Full Time Equivalency) through the Montana Tribal College Development Program and at a .50 FTE level with the Office of Tribal Service.

There is no organization chart which defines the exact nature and relationship of the MTCDP to the CNAS nor to other programs within the

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[1]Vacancy Announcement, Director, Office of Tribal Services/Assistant Professor of Adult and Higher Education, the Center for Native American Studies, Montana State University, Bozeman.

structure of the Center (such as the Office of Tribal Service) or to the University as a whole.

C. Staff and Program Evaluation:

The secretary is evaluated on a yearly basis according to Montana State University Classified Personnel procedures. The Project secretary, because she was a new hire, was evaluated after a six month probationary period. The Project Director, who holds an adjunct position within the Center for Native American Studies and the college of education, is evaluated on a yearly basis by the Director of the Center (a position equal to an academic department head) according to departmental policies. The Principle Director (who is the Director of the Center for Native American Studies) is evaluated by the Dean of the College of Letters and Sciences as per established procedures.

D. Monitoring & Management Information System:

Internal reporting is accomplished by regular meetings (oral reports) between the Principle Investigator and the Project Director, budget reports, Advisory Board reports and yearly Office of Indian Education reports. In addition, the Project Director gives an oral update of activities at biweekly CNAS faculty/staff meetings. The Project Coordinator meets with students on an individual basis. Student grades, programs of study and class schedules are monitored as well.

Fiscal reporting is conducted via Montana State University procedures as managed by the Business Office, Grants and Contracts and Purchasing. Such reporting is accomplished on a monthly basis by the Project Financial Report (see H., "Fiscal Reports," this Section).

E. Training:

The Classified staff (Project secretary) are provided training by the personnel office and other in-service opportunities generally provided by the University. The Project secretary was trained in word processing via a workshop offered by Computing Services on campus.

F. Dissemination of Information:

Information is disseminated about the Montana Tribal College Development Program (MTCDP) in the following ways:

1. Advisory Board meetings.
2. Individual conferences with CNAS Director.
3. CNAS Newsletter - "The Winter Count," a quarterly publication.
4. MBRS[2] Newsletter (published monthly).
5. Booth at National Indian Education Conference.
6. News releases about student graduates and honors.
7. Meetings with State and National organizations.
8. Correspondence.
9. Telephone.

The Principle Investigator and the Project Director disseminates information via Advisory Board reports and minutes, through visits to the tribal colleges during the year and via informal visits to Indian communities.

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[2]Minority Biomedical Research Support Program. a National Institutes for Health supported project at Montana State University primarily serving Montana Indians and tribal colleges.

G. Facilities:

The physical facilities of the Montana Tribal College Development Program are excellent. The Program is housed in Wilson Hall, a modern classroom-office complex. The Project is within easy access of photocopy facilities and the administrative offices of the Center for Native American Studies.

The MTCDP shares a suite with the Native Americans in Adult and Higher Education (NAAHEP), another CNAS-sponsored programs. The Project Director has a private office and the project has adequate space in the outer office or secretarial work station.

The Center for Native American Studied purchased a micro-computer for Project use and related soft-ware (word processing and fiscal management). Both hardware and software appear to be sufficient. In addition, a survey of supplies and other equipment reveals no deficiencies.

Appropriate space for students is lacking (as well as access to equipment) for studying, meeting and writing papers. Access to computers, particularly for graduate students who may be working on thesis or dissertations, is cited as a pressing need.

H. Fiscal Reports:

Fiscal reports are the responsibility of the Montana State University Grants and Contracts Office. In addition, the Project maintains a set of accounting records in order to be current with expenditures.

The Project receives monthly a computer generated budget report or "Project Financial Report" from Grants and Contracts which consists of current activity, encumbrances and balances. The Project Financial Report

is reviewed by the Principle Investigator and Project Director for comparison to internal budget records maintained by the Project.

I. Documentation & Records:

The record keeping aspect of the Project is good. A review of the files revealed a fairly well set up filing system within which the records were properly organized. The file cabinet is maintained in the office of the Project secretary. The file cabinet was found to be unlocked at the time when the evaluator arrived to review the records. As the files contain personnel records and student files, this circumstance should be examined.

J. Advisory Board:

The Advisory Board consists of college presidents of the tribally controlled community colleges in Montana (there are seven such colleges in the state) and three (3) representatives from Montana State University. This board advises two other programs on campus - the Minority Biomedical Research Support Program (MBRS) and the Montana Tribal College Development Program (MTCDP).

The Advisory Board consists of the following individuals and institutions:

1.	Gordon Belcourt, President	Blackfeet Community College Browning, Montana
2.	Arthur L. McDonald, President	Dull Knife Memorial College Lame Deer, Montana
3.	Joseph F. McDonald, President	Salish-Kootenai College Pablo, Montana
4.	James E. Shanley, President	Fort Peck Community College Poplar, Montana

5.	Margaret Perez, President	Fort Belknap College Harlem, Montana
6.	Peggy Negel, President	Stone Child College Box Elder, Montana
7.	Janine Windy Boy, President	Little Big Horn College Crow Agency, Montana
8.	Dianne Peters, Professor Adult and Higher Ed. Program	Montana State University Bozeman, Montana
9.	Eric Strohmeyer, Acting Dean College of Education	Montana State University Bozeman, Montana
10.	Irvin "Bobby" Wright,[3] Director Center for Native Amer. Studies	Montana State University Bozeman, Montana

It is readily apparent that the Advisory Board does not serve the Montana Tribal College Development Program well. A review of the Advisory Board minutes reveals several weaknesses including a lack of consistency of attendance and representation of the tribal college presidents to the Advisory Board meetings. In the former case, several presidents failed to attend or send a representative to all meetings. In the later, when presidents did send substitutes in their stead, these replacements, more often than not, were MTCDP student participants. Several participants cited the lack of tribal college presidential participation as a program weakness (see Comments; MTCDP Student Interviews, Section V.) Further indication of the lack of Advisory Board involvement is that out of seven

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[3]Dr. Wright, as Principle Investigator, is a member of the Advisory Board. This evaluator elected not to survey Dr. Wright in that capacity because his input was sought via personal interview.

(7) presidents contacted pursuant to this review, only three (3), or forty-three (43) percent, completed and returned the evaluation instrument.[4]

K. Property & Procurement:

The Montana Tribal College Development Program (MTCDP) follows procurement and purchasing requirements of the Montana University System as monitored by the Grants and Contracts Office of Montana State University.

L. Coordination:

The Montana Tribal College Development Program (MTCDP) coordinates activities with the Native Americans in Adult and Higher Education, the Center for Native American Studies, the College of Letters and Sciences, the Minority Biomedical Research Support Program (MBRS) and the Leadership Development unit of the College of Education. This reviewer is particularly impressed with the level of cooperation between the MTCDP and the Office of Extended Studies, Montana State University, who collaborate to offer graduate courses in the field. This condition is reflective of the excellent leadership from both the Principle Investigator and the Project Director.

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[4]In fairness to the advisory board members, the evaluation was conducted in August 1988 and community colleges can rarely afford a full staff during the summer months. Thus, it is possible that the evaluations were unanswered because the advisory board member was not employed at the time or that the letters were not transmitted to the board member in an expedient manner. Further, the MSU advisory board members were not available as one was on sabbatic leave and the other was vacationing. The low return rate is not absolute evidence of apathy.

IV. OBJECTIVE REVIEW:

The review of the goals and objectives of the Project was made to determine the status of the program as it ended its third and final year of operation. The review was conducted via document examination and interviews with Project staff and participants. This evaluator is confident of the thorough nature of the objective review and feels that the observations and recommendations based there upon are appropriate.

A. GOAL 1:

TO DEVELOP, PROVIDE, INSTITUTIONALIZE A GRADUATE DEGREE PROGRAM IN ADULT AND HIGHER EDUCATION WHICH IS RESPONSIVE TO THE UNIQUE ACADEMIC NEEDS OF ADMINISTRATORS AND FACULTIES AT MONTANA'S TRIBALLY CONTROLLED COMMUNITY COLLEGES.

1. OBJECTIVE 1:

BY THE END OF THE THREE-YEAR PROJECT PERIOD SEPTEMBER 1, 1985 TO AUGUST 31, 1988, AT LEAST FIFTEEN (15) TRIBAL COLLEGE PROFESSIONAL STAFF WILL RECEIVE THE MASTER OF EDUCATION DEGREE IN ADULT AND HIGHER EDUCATION, AS MEASURED BY SUCCESSFUL COMPLETION OF THE REQUIRED GRADUATE PROGRAM AND THE DEGREE AWARDED BY MONTANA STATE UNIVERSITY.

After the third year of the Project, the MTCDP has assisted ten (10) tribal college professional staff members to acquire their Masters of Education degree from Montana State University. While this is short of the stated objective of fifteen (15) above, satisfactory progress has been made toward achieving this ambition.

The number of potential participants in the program at the Masters level had, no doubt, been underestimated. There was an unanticipated large

number of doctoral students (see Objective 2, below), consequently the available "slots" for Masters level participants fewer. Of the eight (8) tribal college professional staff members pursuing Masters degrees at the beginning of the third Project year, five (5) of these (or 63 percent) completed as of the end of Spring Quarter, 1988. These five (5) joined five (5) others who had previously competed masters degrees and thus the Project enjoys a sixty-seven (67) percent success level for this objective. An unanticipated and certainly positive outcome of this program is that two (2) of the masters graduates are now pursuing doctorates.

2. OBJECTIVE 2:

BY THE END OF THE THREE-YEAR PROJECT PERIOD, AT LEAST FIVE (5) TRIBAL COLLEGE PROFESSIONAL STAFF WILL RECEIVE THE DOCTOR OF EDUCATION DEGREE IN ADULT AND HIGHER EDUCATION, AS MEASURED BY THE SUCCESSFUL COMPLETION OF THE REQUIRED GRADUATE PROGRAM AND THE DEGREES AWARDED BY MONTANA STATE UNIVERSITY.

Presently, there are ten (10) doctoral degree students among the Montana Tribal College Development Program participants. This number exceeds the masters level participants (see Objective 1, above) and is evidence of the potential impact of the Project upon the professional development at the tribal college level.

The Project is at the end of the third year and the Objective of seeing at least five (5) tribal college professional staff receive the Doctor of Education degree has not been realized. Again, one can cite reasonable explanations for this deficiency. Students cite (this reviewer concurring) that three years is not a realistic time frame for the

completion of a doctoral program. Additionally, the high turnover of participants early in the Project delayed entry of some candidates who are now nearing completion of their doctoral programs.

At present, three (3) participants have completed course-work leading toward their doctoral degree and, if one projects the number of doctorates which will be acquired in the near future (assuming satisfactory progress), the MTCDP will have assisted ten (10) tribal college professional staff members realize this objective. This combined with the ten (10) Masters degrees either already awarded or soon to be, the success level of completion of Objectives 1 and 2 would be 100 percent (considering that a total of twenty matriculated graduate students were anticipated).

To claim failure because the Montana Tribal College Development Program has not succeed in achieving Objectives 1 and 2 within the three year Project period would be a mistake. This reviewer believes the original objectives to be perhaps overly ambitious. Aside from that, the MTCDP has assisted ten (10) tribal college staff members acquire the Master's degree and thirteen (13) others have made satisfactory progress toward completing their degrees (several have now or will, by Project's end, completed all course work toward their respective degrees). The true measure of the success of the Montana Tribal College Development Program will be best appraised in the next several years.

3. OBJECTIVE 3:

DURING EACH YEAR OF THE THREE-YEAR PROJECT, A MINIMUM OF FORTY (40) TRIBAL COLLEGE STAFF WILL SUCCESSFULLY COMPLETE ONE OR MORE GRADUATE LEVEL COURSES, AS DETERMINED BY FINAL GRADE REPORTS SUBMITTED TO THE REGISTRAR.

This review has been able to identify thirty-three (3) tribal college faculty and/or staff who have successfully completed one or more graduate level course(s). This includes those who are on campus, actively working toward the completion of their graduate programs under support of the Montana Tribal College Development Program and those who have taken advantage of opportunities via Extended Studies to enroll in graduate courses. This reflects an eight-three (83) percent success rate for Objective 3.

It should be noted that this Objective was not achieved during Project Year Two as per the evaluation of same. In that review, the external evaluation team opined that the objective may have been overly ambitious. This reviewer concurs with the earlier study but is encouraged by the success the Project has achieved in this area. This evaluator also notes that Project Year Three was characterized by a strengthened on-campus effort which, no doubt, reflects in the decreased activity in the field.

4. OBJECTIVE 4:

BY THE CONCLUSION OF THE 1986-87 PROJECT YEAR, TWO (2) THREE-CREDIT COURSES AND ONE (1) ONE-CREDIT SEMINAR COURSE IN TRIBAL COLLEGE AFFAIRS WILL BE APPROVED BY THE MONTANA STATE UNIVERSITY GRADUATE COUNCIL, OFFERED TO THE PROGRAM STUDENT, AND FURTHER PROCESSED FOR INCORPORATION INTO THE ADULT AND HIGHER EDUCATION CURRICULUM.

Objective 4 was judged, by an earlier evaluation (Project Year 2), to have been successfully carried out at the 100 percent level. No further evaluation, therefore, is necessary herein.

5. OBJECTIVE 5:

BY THE CONCLUSION OF THE 1987-88 PROJECT YEAR, ONE (1) ADDITIONAL THREE (3) CREDIT SEMINAR COURSES IN TRIBAL COLLEGE AFFAIRS WILL BE APPROVED BY THE MONTANA STATE UNIVERSITY GRADUATE COUNCIL, OFFERED TO THE PROGRAM STUDENTS, AND FURTHER PROCESSED FOR PERMANENT INCORPORATION INTO THE ADULT AND HIGHER EDUCATION CURRICULUM.

During the Summer Quarter of 1987, two courses, EDAH 580, "Effective Practices with Minority Students" (3 credits) and EDAH 500, "Seminar: Tribal College Issues" (1 credit), were presented. During Autumn Quarter, 1987, EDAH 500, "Seminar: Tribal College Curriculum" (1 credit) was offered.

Thus, the Objective of the approval, offering and incorporation of two (2) three-credit courses and one (1) one-credit course has been met.

6. OBJECTIVE 6:

BY THE CONCLUSION OF THE THIRD PROJECT YEAR, ENDING AUGUST 31, 1988, THE TRIBAL COLLEGE AFFAIRS EMPHASIS IN THE ADULT AND HIGHER EDUCATION PROGRAM WILL BECOME INSTITUTIONALIZED, AS MEASURED BY THE CONTRACTING OF A 1.0 FTE TENURED-TRACK FACULTY POSITION, ASSIGNED TO TEACH AND COORDINATE THE PROGRAM.

A search is currently being conducted by the Center for Native American Studies for a tenure track faculty position of Director, Office of Tribal Service/Assistant Professor of Adult and Higher Education. The

duties of the office will include "teaching responsibilities in the College of Education"[5], to teach course work in the Tribal College Affairs Emphasis. Start date for the position is September 1, 1988. It is, therefore, concluded that Objective 6 has been successfully carried out.

B. GOAL 2:

TO DESIGN AND CONDUCT INSTITUTIONAL RESEARCH AT THE MONTANA TRIBALLY CONTROLLED COMMUNITY COLLEGES WHICH WILL PROVIDE DATA FOR INSTITUTIONAL MANAGEMENT, STRATEGIC PLANNING, AND DECISION-MAKING, AS WELL AS PROVIDE RELEVANT TEXT MATERIAL AND CONTENT FOR THE STAFF DEVELOPMENT ACTIVITIES AND THE GRADUATE COURSE-WORK.

1. OBJECTIVE 7:

DURING EACH YEAR OF THE PROJECT, AT LEAST ONE MULTI-CAMPUS STUDY WILL BE CONDUCTED WHICH ADDRESSES A COMMON RESEARCH PROBLEM OR NEED IDENTIFIED BY THE MONTANA TRIBAL COLLEGES, AS DETERMINED BY THE SUBMISSION AND EVALUATION OF A FINAL REPORT BY THE INVESTIGATOR(S).

There was one (1) multi-campus study completed during the contract year entitled "Learning Styles of Tribal College Students" [a joint study between Montana State University and the University of Montana (Missoula)]. Evidence examined by this reviewer supports the multi-campus effort of the study as data has been collected from all seven (7) Montana tribal colleges. A 100 percent completion rate is therefore acknowledged.

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[5]Vacancy Announcement, Director, Office of Tribal Services/Assistant Professor of Adult and Higher Education, the Center for Native American Studies, Montana State University, Bozeman.

2. OBJECTIVE 8:

DURING EACH YEAR OF THE PROJECT, AT LEAST TWO (2) CAMPUS RESEARCH PROJECTS WILL BE CONDUCTED WHICH ADDRESS A PROBLEM OR NEED IDENTIFIED BY INDIVIDUAL COLLEGES, AS DETERMINED BY THE SUBMISSION AND EVALUATION OF A FINAL REPORT BY THE INVESTIGATOR(S).

During the third project year there were two (2) research projects conducted by the Montana Tribal College Development Project; the "Tribal College Associate of Arts Graduate Follow-up Study" and the "Assessment of Student Outcomes Survey". This reviewer is satisfied that these studies meet the spirit and intent of Objective 8 and therefore opines that this objective has been met at the success rate of 100 percent.

3. OBJECTIVE 9:

DURING THE SECOND AND THIRD YEAR OF THE PROJECT, A MINIMUM OF THREE PROFESSIONAL ARTICLES, MONOGRAPHS, WORKING PAPERS, AND/OR RESEARCH REPORTS WILL BE PUBLISHED IN PROFESSIONAL JOURNALS AND THE ERIC DOCUMENTS.

One article, "An Assessment of Student Outcomes at Tribally Controlled Community Colleges" by Dr. Irvin "Bobby" Wright was published and printed in the ERIC Documents. In addition, another article, "Teaching Style and Learning Style in the Montana Tribal Colleges," written by Gary Conti, has been submitted to the American Association of Adult and Community Education. The Conti article has been given a favorable review and is expected to be published in the near future. It is therefore concluded that this objective has been completed at a 67 percent success rate.

4. OBJECTIVE 10:

DURING EACH YEAR OF THE PROJECT, AT LEAST ONE (1) PAPER, WORKSHOP, OR OTHER TRAINING SESSION WILL BE PRESENTED AT THE AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM CONFERENCE OR AT THE NATIONAL INDIAN EDUCATION CONVENTION, TO DISSEMINATE RESEARCH FINDINGS AND ENCOURAGE REPLICATION AT OTHER TRIBAL COLLEGE NATIONWIDE, AS MEASURED BY AUDIENCE EVALUATIONS OF THE PRESENTATIONS.

Patrick Head, Project Director, delivered a presentation entitled "Reproduction and Contradiction in Education" at the 1987 National Indian Education Conference (November 28, 1987), Bismarck, North Dakota. Evaluations reviewed by this evaluator judged this presentation from "Good" to "Excellent." Given the supporting documentation, this objective, it is concluded, has been met with a 100 percent success level.

It is further noted that the MTCDP Project sponsored two (2) additional presentations as well. Mr. Head presented a workshop entitled "Indian Learning Style: Is There a Difference?" at the 11th Annual Conference of the Association of Special Programs in Region Eight, October 9, 1987 in Billings, Montana. There were 21 responses to the workshop evaluation which concludes that the workshop was "Good" to "Excellent."

Mr. Head also participated in a panel group at the "Education and the Rural Economy: Program Development for Rural Learners" conference held October 2 - 4, 1987 in Spokane, Washington. Mr. Head's panel was entitled "Issues and Concerns in Education for Economic Development." No evaluation of the panel was available to this reviewer.

C. GOAL 3:

TO PROVIDE TECHNICAL ASSISTANCE, IN-SERVICE TRAINING, AND OTHER DEVELOPMENT ACTIVITIES WHICH ADDRESS NEEDS IDENTIFIED AT THE TRIBAL COLLEGES.

1. OBJECTIVE 11:

BY THE END OF THE FIRST QUARTER OF PROJECT YEAR ONE, A COMPREHENSIVE STAFF DEVELOPMENT NEEDS ASSESSMENT WILL BE CONDUCTED, AND A STAFF DEVELOPMENT PLAN DEVELOPED FOR EACH TRIBAL COLLEGE, INCLUDING DETAIL OF TRAINING SESSION TOPICS, PRESENTERS, DATES AND LOCATIONS.

The above objective was one affiliated with year one of the Project and therefore will not be subject to review herein.

2. OBJECTIVE 12:

DURING EACH YEAR OF THE PROJECT, AT LEAST 70 % OF THE TRIBAL COLLEGE PROFESSIONAL STAFF WILL RECEIVE A MINIMUM OF FORTH (40) HOURS OF IN-SERVICE TRAINING, AS MEASURED BY TRAINING RECORDS AND PARTICIPANT EVALUATIONS OF THE TRAINING PROGRAM.

It is difficult (and impossible from data available to this reviewer) to determine the completion rate for this objective as the actual number of tribally controlled community college faculty and staff in attendance at in-service offerings is not distinguished as such in the data on file.

The following in-service opportunities were offered at (or were available to) the tribally controlled community colleges: "Advising/Core Curriculum" at Little Big Horn College (Crow Agency, Montana); "Evaluation and Measurement in Education" and "Adult Education Methods;" both held at Fort Peck Community College (Poplar, Montana); "Adult Education Methods" in Great Falls, Montana and "School Surveys and Studies" offered at Salish-Kootenai College (Pablo, Montana). The total number of individuals

enrolled in the above offerings was fifty-eight (58), however again, it is impossible to calculate which of those were community college faculty or staff. It is likewise not possible to equate contact hours lacking the number of tribal college personnel in attendance.

It is this reviewer's opinion that the Project succeeded in the spirit of Objective 12 by extending the experience to the field in this manner. The rate of completion is not known and cannot be so with the available data (or more correctly, lack of data).

3. OBJECTIVE 13:

BY THE CONCLUSION OF THE THREE-YEAR PROJECT, AT LEAST TEN (10) VIDEOTAPES OF KEY TRAINING SESSIONS WILL BE RECORDED FOR USE IN THE MSU GRADUATE PROGRAM AND IN FUTURE ONGOING TRIBAL COLLEGE STAFF DEVELOPMENT.

As per the second year review, conducted by a team of outside evaluators, this objective was judged to be completed at a 100 percent success level. Therefore, Objective 13 has been appraised to have been completed.

4. OBJECTIVE 14:

THROUGH IN-SERVICE TRAINING AND TECHNICAL ASSISTANCE, BY THE END OF THE THREE-YEAR PROJECT, AT LEAST TWO (2) ADMINISTRATIVE STAFF AT EACH COLLEGE WILL BE TRAINED IN EDUCATIONAL DATA COLLECTION, STATISTICAL METHODS, AND RESEARCH DESIGN, AS WELL AS IN THE UTILIZATION OF DATA IN MANAGEMENT, PLANNING, AND POLICY/DECISION-MAKING.

Through participation in the Montana Tribal College Development, six (6) tribal college administrators (including one president) has received training in educational statistics (methods and collection) and research

design as per Objective 14. It is thus opined that this objective has been successfully met at a 300 percent level.

V. MTCDP STUDENT INTERVIEWS:

During the week of July 10 - July 16, 1988, the evaluator met individually with ten (10) of the eleven (11) students currently funded by the Montana Tribal College Development Program (MTCDP). The responses gathered are not treated as subjective data as they are the expressions of opinions and not necessarily "fact". Their value, nonetheless, is indispensable if to gain an understanding and insight to the relative strengths and weaknesses of the MTCDP Project as well as an indication of student concerns and interests. Because the responses were offered with such candor and apparent honesty, their value as "subjective reality" is admitted.

TABLE 1

I AM FAMILIAR WITH THE GOALS & OBJECTIVES OF THE MONTANA TRIBAL COLLEGE DEVELOPMENT PROGRAM (MTCDP).

Response	n	Percentage
1 Strongly Agree	4	40 %
2 Mostly Agree	4	40
3 Somewhat Agree	1	10
4 Somewhat Disagree	1	10
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.9	

STUDENT COMMENTS:

- They have never been defined.
- The research component is hazy.

- o I also support them.
- o The basic objective is to strengthen the tribal colleges via faculty and staff development.
- o I know what they are generally. The major goal is to provide an education for people working in the tribal colleges with a particular emphasis on Native Americans.
- o As I understand it, the objective is to develop faculty and staff at tribal colleges to assume leadership positions in those colleges.

TABLE 2

THE GOALS, OBJECTIVES, BUDGET AND INTENDED OUTCOMES OF THE MTCDP ARE REALISTIC.

Response		n	Percentage
1	Strongly Agree	4	40 %
2	Mostly Agree	3	30
3	Somewhat Agree	2	20
4	Somewhat Disagree	1	10
5	Mostly Disagree	0	-
6	Strongly Disagree	0	-
	Average	1.7	

STUDENT COMMENTS:

- o Some of us started later, therefore completing on schedule, particularly for summer-only students, is unrealistic.
- o Indian participants, in several cases, felt that a doctoral degree was not necessary in their positions.
- o The intentions were to take people who would stay in the community but that does not appear to have happened as evidenced by what happened with the Indian participants early in the program.
- o There has been disappointment with the Native American participation in the Program. The Program has been a success, particularly in drawing the tribal colleges together, getting cooperation amongst them.
- o The goals are very realistic, but I'm not sure about the budget.

- o There is some weakness in the level of cooperation between the Program and M.S.U. - a lot of movement in the curricula structures. The academic goal of finishing in three years was unrealistic, particularly in light of the unavailability of required courses to finish a program.

- o For doctoral students, the time-frame is too short.

- o I don't know if they're realistic or not as I don't know what they are.

TABLE 3

THE ACADEMIC SUPPORT AREAS (I.E. TUITION WAIVERS, ET CETERA) PROVIDED BY THE MICDP IS ADEQUATE.

Response		n	Percentage
1	Strongly Agree	1	10 %
2	Mostly Agree	7	70
3	Somewhat Agree	1	10
4	Somewhat Disagree	1	10
5	Mostly Disagree	0	-
6	Strongly Disagree	0	-
	Average	2.2	

STUDENT COMMENTS:

- o Adequate yes; realistic no. People with families, particularly those summer-only students, have also the added expense of maintaining two households.

- o The third year was not nearly as good as the second; there are more social and professional obligations for the third year student, such as receptions and conferences, not to mention copying costs, computer searches and interlibrary loan expenses.

- o Adequate, but could be at a slightly higher level and include a stipend in addition which would be more helpful. I would be working through the summer if I were not here.
- o There has not been funds for minor things like copying, especially now that we're at the end of the Program year.

- o We can always use more. Provisions for child care for families would benefit participants. Reservations are family oriented as are the tribal colleges so it make sense to assist Program participants in that light.

- For a single person, it's fine. It is difficult to maintain two households, especially for those with families.

TABLE 4

THE MTCDP STAFF PROVIDES ADEQUATE ADVISING.

Response	n	Percentage
1 Strongly Agree	7	70 %
2 Mostly Agree	2	20
3 Somewhat Agree	0	-
4 Somewhat Disagree	1	10
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.5	

STUDENT COMMENTS:

- Never had any problems.
- This year Patrick Head has been pre-occupied; last year he was wonderful.
- Patrick Head is excellent and well supported by Cecilia.
- Patrick did a very good job.

TABLE 5

THE COURSES OFFERED AT THE TRIBAL COLLEGES HAVE BEEN RELEVANT TO THE NEEDS OF TRIBAL COLLEGE FACULTY/STAFF.

Response	n	Percentage
1 Strongly Agree	3	30 %
2 Mostly Agree	4	40
3 Somewhat Agree	3	30
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	2.0	

STUDENT COMMENTS:

- I have some question whether the delivery by the College of Education faculty was relevant.

- There was no apparent logic in offering Research Design at the tribal college and Advanced Teaching Strategies at MSU. The other faculty (at the tribal colleges) could have benefited from Teaching Strategies. We were a long way from a library for Research Design to be done effectively.

- The Higher Education courses were irrelevant to our need. Adult Education was quite relevant. The seminars as vehicles for instruction were good; however no new knowledge was imparted. They were excellent for generating discussion.

- Because of University requirements, there were courses which were not relevant but had to be taken nonetheless.

- They were not as relevant as they could have been primarily because of the longer spaces between contact time and because the courses were secondary to home-life. They were adequate.

- The courses we have taken at MSU do not meet our needs. We do more educating than what we receive.

- The Community College class was really valuable as was the Foundations of Higher Education. The foundations of Tribal Colleges were not laid down historically or with the same importance as the foundations of Higher Education.

- Some courses offered are not relevant; the Philosophy of Higher Education was one that was borderline. Only MTCDP students ended up attending and the course was all theory. We need practical tools and methods.

- There are courses which should have been offered at the tribal colleges but were not, such as Planning.

- I would have liked to see courses offered on site during this third year.

TABLE 6

THE INSTRUCTIONAL MATERIALS THE MTCDP HAS COLLECTED AND DEVELOPED ARE VERY USEFUL.

Response		n	Percentage
1	Strongly Agree	4	40 %
2	Mostly Agree	1	10
3	Somewhat Agree	2	20
4	Somewhat Disagree	0	-
5	Mostly Disagree	1	10
6	Strongly Disagree	0	-
0	No Answer	1	10
0	Don't Know	1	10
	Average	2.4	

STUDENT COMMENTS:

- There is a need for more collection of materials; more video taped presentation for remote delivery. The audio tapes are terrible and the copies inadequate. The idea of a collection on the history of tribal colleges is good, but not used enough.
- I'm not sure of the collection.
- It would be nice to have copies of materials.
- What materials?
- Video tapes would have been beneficial to all faculty at the tribal colleges.
- The Program should look at expanding the collection; more books, subscriptions, data, for delivery and assistance to the tribal college faculty and staff.
- Patrick (Head) has been exceptional about keeping us updated on tribal college developments.
- I would like to see a series of videos on relevant topics (produced) with colleagues to be shared at the tribal colleges.

TABLE 7

GRADUATE COMMITTEES HAVE BEEN COOPERATIVE AND SUPPORTIVE.

Response	n	Percentage
1 Strongly Agree	7	70 %
2 Mostly Agree	2	20
3 Somewhat Agree	0	-
4 Somewhat Disagree	1	10
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.5	

STUDENT COMMENTS:

- Getting one is difficult, especially for summer only students. Doctoral committee members, especially in Higher Education, are scarce. It is required that they be full-time Higher Education faculty; adjunct faculty are discouraged. Once you have them it's okay.
- My committee is not predominately Adult and Higher Education (my curriculum).
- It's hard to get a committee together.
- I have had excellent support from my graduate committee.
- My graduate committee has been very cooperative and very supportive.
- Selecting and filing a program is, in my opinion, not productive. Course offerings change, knowledge and interests change and needs change. I see the committee system as archaic.

TABLE 8

ASSISTANCE RECEIVED ON CAMPUS WITH REGISTRATION, SCHEDULING AND THE LIKE IS ADEQUATE.

Response	n	Percentage
1 Strongly Agree	7	70 %
2 Mostly Agree	2	20
3 Somewhat Agree	0	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.2	

STUDENT COMMENTS:

- I haven't had any problems.
- The system can be very intimidating; I'm glad registration is done for me. Taking care of little things allows me to deal with the big ones.
- Patrick (Head) is great at that.

TABLE 9

ACADEMIC PROGRAMS (CURRICULA) FOR MICDP STUDENTS ARE FLEXIBLE.

Response	n	Percentage
1 Strongly Agree	1	10 %
2 Mostly Agree	5	50
3 Somewhat Agree	1	10
4 Somewhat Disagree	1	10
5 Mostly Disagree	1	10
6 Strongly Disagree	1	10
Average	2.9	

STUDENT COMMENTS:

- As a summer only student, my biggest problem was with courses that are not offered in the summer, such as Finance and Student Personnel.

- I had choices; I could pick and choose.
- There is a lack of faculty available to teach (especially in the summer). I had planned to take one course which is only offered every other year and it has been cancelled twice. I've been going to school for four summers and have not been able to take that course.
- If I went out and signed up for Independent Study course, it was flexible; otherwise, I took every course they told me to take.
- I was allowed to substitute Foundations of Adult Education for Foundations of Higher Education.
- I have gone through the program as it was laid out. I didn't know what was expected for the "Support" area - had I, I would have done things differently.
- Until I submit my program to my committee, I won't know. It is perhaps designed to appear flexible, but it is not designed to be easy.
- Everything I took was required.

TABLE 10

ACADEMIC PROGRAMS (CURRICULA FOR MICDP STUDENTS ARE INDIVIDUALIZED.

Response	n	Percentage
1 Strongly Agree	4	40 %
2 Mostly Agree	2	20
3 Somewhat Agree	2	20
4 Somewhat Disagree	2	20
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	2.2	

STUDENT COMMENTS:

- Participants did take what they wanted.
- I'm not saying they should be (individualized); we have common purposes and common needs.

- (Individuality) depended on the determination of the individual. For those who went out and told what they wanted, it was individualized; others took what they were told to take.

- Up to a point. There are institutional constraints. Because the courses were delivered to the tribal colleges, they were focused on higher education. I found my interest was in Adult learners.

- The seminars in the Tribal College Emphasis were balanced with higher education. The global look is still important.

TABLE 11

THE MTCDP SHOULD BE CONTINUED.

Response		n	Percentage
1	Strongly Agree	10	100 %
2	Mostly Agree	0	-
3	Somewhat Agree	0	-
4	Somewhat Disagree	0	-
5	Mostly Disagree	0	-
6	Strongly Disagree	0	-
	Average	1.0	

STUDENT COMMENTS:

- It's accomplishing a great deal for the participants and the tribal colleges.

- NAAHEP[6] is good in that the participants are Indian, but participation should be restricted to Native Americans (in the Montana Tribal College Development Program).

- You bet'cha!

[6]Native Americans in Adult and Higher Education, a program which supports students, both undergraduates and graduates, who are now teaching or working at a tribally controlled community college or who anticipate doing so.

RATE THE QUALITY OF THE MTCDP IN THE FOLLOWING AREAS:

TABLE 12

ADEQUACY OF MSU TO MEET THE OBJECTIVES/GOALS OF THE PROGRAM.

Response	n	Percentage
1 Excellent	2	20 %
2 Very Good	8	80
3 Good	0	-
4 Fair	0	-
5 Poor	0	-
0 Don't Know	0	-
Average	1.8	

STUDENT COMMENTS:

- One of my primary concerns about the Program is the low percentage of Native American participants; we need Native Americans with graduate degrees.
- We need Native Americans in the Program.
- MSU's commitment to the Program is a little "flaky" as Program neared completion. The University continuity is like a souffle; if you don't get it out of the oven quickly, it will fall.
- Maybe MSU didn't realize what they were getting into; the delivery of classes to the field, the types of people we are. We are working professionals as opposed to professional graduate students that you get on campus.

TABLE 13

TRIBAL/COMMUNITY ACCEPTANCE AND SUPPORT OF MTCDP.

Response		n	Percentage
1	Excellent	4	40 %
2	Very Good	2	20
2.5	*	1	10
3	Good	0	-
3.5	*	1	10
4	Fair	1	10
5	Poor	0	-
0	Don't Know	0	-
	Average	1.9	

*Two respondents could not decide between two values and therefore elected to "split the difference."

STUDENT COMMENTS:

- The time off for leave was very good, however, decreased workloads or compassion for the difficulty of taking classes as we work was not evident.
- The MTCDP (at our reservation) program kind of got ignored because our college gets ignored. Our president should be here (in the program).
- Many at the tribal colleges are unaware of the Program and almost nobody in the community would be aware.
- Our president has been very supportive.
- It varies from reservation to reservation, depending on the fellow.
- There is a high degree of support from the college.

TABLE 14

OVERALL QUALITY OF ADMINISTRATION.

Response	n	Percentage
1 Excellent	7	70 %
2 Very Good	2	20
3 Good	1	10
4 Fair	0	-
5 Poor	0	-
0 Don't Know	0	-
Average	1.4	

STUDENT COMMENTS:

- Communications is harder - via the mail, for much of it. Small problem.
- I am unaware of the chain of authority.
- Hear, hear. Fine fellows. Can't say enough about them (Patrick Head and Bobby Wright).
- Bobby, from the financial end of things, is doing one hell of a job. Can't say enough about the two of them (includes Patrick Head) as well as Cec.
- Patrick Head is unusually conscientious about detail and student needs. He has a great deal of experience with tribal colleges.

TABLE 15

OVERALL QUALITY OF INSTRUCTION.

Response	n	Percentage
1 Excellent	7	70 %
2 Very Good	2	20
3 Good	1	10
4 Fair	0	-
5 Poor	0	-
0 Don't Know	0	-
Average	1.4	

STUDENT COMMENTS:

- The seminar style allows for an exchange - sharing information about our individual institutions.
- Some (courses) have been excellent, some have not been so.
- Within our own programs, there was duplications that I'm not sure were necessary.

TABLE 16

OVERALL QUALITY OF PROGRAM IN GENERAL.

Response		n	Percentage
1	Excellent	7	70 %
2	Very Good	2	20
2.5	*	1	10
3	Good	1	10
4	Fair	0	-
5	Poor	0	-
0	Don't Know	0	-
	Average	1.4	

*One respondent could not decide between two values and elected to "split the difference."

STUDENT COMMENTS:

- If it wasn't for this Program, I wouldn't have gone after my Master's degree.
- First class! Glad I did it!
- The Program is exemplary. There is no other institution that has made the commitment to the tribal colleges as has MSU.
- The Program has given me the opportunity to develop colleagues among the other institutions and consequently realized support not only in my studies but professionally as well. It has led to the professionalism of tribal college instruction.

THE MAJOR STRENGTHS OF THE MTCDP ARE:

- Getting people together from the different colleges is as much or more important than the academic stuff.
- The University support working within the rules and regulations of the institution and still developing a strong academic program.
- Working with people who are active in tribal colleges; it's an extremely active model, you can take it back to the classroom.
- The leadership of the MTCDP. They (?) came to the colleges in a effort to perceive the environments.
- The research. The internship/learning styles study by Conti; the application of the Teaching/Learning concept in the tribal colleges.
- The out and out help; advising and registration, for example.
- The personality of the Administrator.
- Networking.
- The accessibility factor; providing sites other than MSU for instruction.
- The comradery, the sharing among participants, seeing issues from the perspective of others. The Program provided unity to the tribal college movement.
- The cooperation among the fellows; networking that results in the generation of shared knowledge.
- The increased professionalism and encouragement to go home and generate that same attitude, maybe at some risk.
- Leadership, particularly Patrick Head and Bobby Wright who were role models. They were accessible and I have a real admiration for those two.
- Leadership for all tribal colleges in the country; not just in Montana.
- The Program changed the lives of 15 or 16 people and has helped us to do a better job. We have gotten to know each other.
- The inter-relationship between the faculty and staff of the colleges.
- The quality of the individual fellows.

- The dynamics of the fellows, getting together, thinking together over common problems and interests of tribal colleges in creative ways.

- The enlightenment that MTCDP students provided for other MSU students, not only about tribal colleges and minorities, but our attitudes, flexibility, open-mindedness are all benefits MSU receives.

- The communication between tribal colleges, knowing people from another college; networking.

- The accessibility to a Master's program for myself and to the reservation.

THE MAJOR WEAKNESSES OF THE MTCDP ARE:

- The rigidity of requirements, such as comps (comprehensive examinations), caused undue stress and caused people to drop out. Almost all the minority participants dropped out for the same reasons undergraduates do -"Why bother? Why go through all that hassle?"

- There is an elitism in higher education which requires a lot of "hoop jumping." Some classes reflected that opinion; it's a game.

- Lack of Native American fellows.

- Lack of contact during the school year with each other.

- It hasn't put more Native Americans through the Program.

- It is primarily for American Indians yet most in the Program are non-Indians. I have some concerns about that.

- Some tribal colleges are not represented or are significantly under-represented. Stone Child is not represented; Dull Knife is not currently active, Fort Peck is under-represented. Those institutions which are developing are in more need of this Program, it seems.

- It is not realistic to get a doctorate in three years.

- The distance of the delivery linkage is weak to the home campuses. The university has not been able to overcome this. The fellows might be involved in the teaching; bring a fellow in as a T. A. to the site.

- As a person with a family, I would say the support for family and family services, i.e., things to do, the problem maintaining duel households.

- The time frame for the doctoral students was not well thought out; it's completely unrealistic.

- Fifteen masters and five doctorate degrees, plus research is unrealistic.

- Summer-only students don't match up with University staffing; classes were dropped and I had to postponing classes.

- Exposure to major faculty (Higher Education) has been incidental.

- Program's expectations were enormous, three years for a doctorate is unrealistic. A completion of a Masters is more important.

DO YOU HAVE ANY CHANGES THAT YOU MIGHT RECOMMEND FOR THE MICDP PROGRAM?

- The application should reflect admission status or the admission procedure should provide enough lead time to avoid problems with provisional acceptance or rejection.

- The administration at the tribal colleges need to be more actively involved in the Program; three or four college presidents have not been active at all. Marginal support from the college administration erodes the effectiveness of the Program. The college administration is not familiar with adult/higher education.

- More support of families; usually equated to financial support. Room and board does not reflect actual expense.

- Expand the outreach efforts to the community colleges not currently involved (Stone Child and Fort Peck). It is possible that they do not contribute any students out of a sense of neglect.

- Redirect efforts to gear the Program for Native Americans.

- The Program should support students through completion of degree. Assistance should be provided for those who are ABD or who will be taking Comps later on.

- University folks should come to the sites for a change; formalize a continued linkage.

- The Program might assist in social activities like picnics. We have to bring for ourselves and everybody else. We are under tight budgets and those of us with families have enough mouths to feed.

- Target the presidents (of the tribal colleges).

- I would question the necessity or appropriateness of degrees in Adult/Higher Education. A master's in Math Education would be far more useful (to me).

- Four years rather than three (for completion of degrees).

- More contact between AIHEC[7] and MTCDP; AIHEC presidents could identify research needs and become more involved with fellows and their research and program developments at other institutions. Montana and other states, particularly North and South Dakota might evolve a national of a like nature to MTCDP. Bring people from other states.

- Recruitment for Natives may be made more relevant.

- More people should be included. Why does it have to be a degreed (sic) program? Is the purpose of the tribal colleges to have more degreed (sic) staff and faculty?

- Develop the tribal college, not just the staff.

- MSU has to travel to the sites - not just students coming to MSU.

- Include more administrators. All the tribal presidents should get together for even one class.

- Faculty development should include all faculty and staff instead of just MTCDP fellows.

- MTCDP should help finance institutional research or individual research, and not necessarily just for degree seekers.

- More classes specific to (inter-tribal) issues.

ADDITIONAL COMMENTS.

- Sometimes it's difficult to apply what we have learned.

- I would have never got to this without it; I'm grateful.

---

[7]American Indians in Higher Education Consortium.

- We have a spirit in our group that is going to continue to effect tribal colleges for a long time. We are colleagues. We have forgotten ethnic/tribal divisions and see the necessity to cooperate with each other.

- There is a tendency to feel that helping non-Indians via the Program was a waste of time and money. Being in a program like this improves the enthusiasm of the faculty and staff, thereby increasing the likelihood of retention (of Indian students). I don't think they should exclude the non-Indian group.

- Even if the Program doesn't continue, the collegiality must.

- This Program is unique; I don't know of any program in the country that does the same thing.

- Montana has good cluster of tribal colleges which makes it ideal for such a program. A similar program could be developed in other states where similar clusters exist.

- These doctoral students (in the MTCDP) will be a force in tribal colleges in the future, in the research and development of the future. We have a perspective from the inside and will generate ideas that are new.

- The most important thing has already taken place; the comradery of its participants.

- The parameters of the Program are not realistic given the three year grant period.

- In too many programs, there are participants who are there just because they can't get a job. There has to be a commitment (by the participant) to remain at the tribal college after the completion of a degree.

- The impact on the (reservation) community, what the Program meant to tribal college assistance, was an added benefit.

- I no longer feel like I'm a member of a tribal college; I feel like I'm a participant in the Montana Tribal College Movement.

- I really like the program. It's well thought out. Bobby Wright was well-prepared and listened to the tribal colleges.

VI. MTCDP ADVISORY BOARD QUESTIONNAIRE RESPONSES:

A survey (see Addendum B) was sent to the seven tribal college presidents in Montana which represents the Advisory Board of the Montana Tribal College Development Program (MTCDP). Three responses (or 43 percent) were returned by the requested time and the summary of same follow (in only one case was a written comment volunteered by the respondents and it is included after the appropriate valuative item):

TABLE 17

I AM FAMILIAR WITH THE GOALS & OBJECTIVES OF THE MONTANA TRIBAL COLLEGE DEVELOPMENT PROGRAM (MTCDP).

Response	n	Percentage
1 Strongly Agree	1	33 %
2 Mostly Agree	2	66
3 Somewhat Agree	0	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.67	

TABLE 18

I AM FAMILIAR WITH THE MTCDP PROPOSAL.

Response	n	Percentage
1 Strongly Agree	1	33 %
2 Mostly Agree	2	66 %
3 Somewhat Agree	0	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.67	

TABLE 19

I AM FAMILIAR WITH THE INTENDED OUTCOMES OF THE MTCDP.

Response	n	Percentage
1 Strongly Agree	1	33 %
2 Mostly Agree	2	66 %
3 Somewhat Agree	0	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.67	

TABLE 20

I AM FAMILIAR WITH THE BUDGET ITEMS OF THE MTCDP.

Response	n	Percentage
1 Strongly Agree	0	-
2 Mostly Agree	1	33 %
3 Somewhat Agree	2	66
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	2.33	

TABLE 21

THE GOALS, OBJECTIVES, BUDGET AND INTENDED OUTCOMES OF THE MTCDP ARE REALISTIC.

Response	n	Percentage
1 Strongly Agree	1	33 %
2 Mostly Agree	2	66 %
3 Somewhat Agree	0	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.67	

TABLE 22

THE ACADEMIC SUPPORT AREAS (I. E. TUITION WAIVERS, ET CETERA) PROVIDED BY THE MTCDP IS ADEQUATE.

Response	n	Percentage
1 Strongly Agree	1	33 %
2 Mostly Agree	2	66 %
3 Somewhat Agree	0	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.67	

TABLE 23

THE MTCDP STAFF PROVIDES ADEQUATE ADVISING

Response	n	Percentage
1 Strongly Agree	1	33 %
2 Mostly Agree	2	66 %
3 Somewhat Agree	0	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.67	

TABLE 24

THE COURSES OFFERED AT THE TRIBAL COLLEGES HAVE BEEN RELEVANT TO THE NEEDS OF TRIBAL COLLEGE FACULTY & STAFF.

Response	n*	Percentage*
1 Strongly Agree	1	17 %
2 Mostly Agree	1	17 %
3 Somewhat Agree	2	34
4 Somewhat Disagree	1	17
5 Mostly Disagree	1	17
6 Strongly Disagree	0	-
Average	3.00	

*There were three respondents to this item; one elected to answer "2, 3, 4, and 5" to the item, citing "really don't know" as his/her only comment. Consequently, this item appears not to conform to the pattern established in the remaining items.

TABLE 25

THE INSTRUCTIONAL MATERIALS THE MTCDP STAFF COLLECTED AND DEVELOPED ARE VERY USEFUL.

Response	n	Percentage
1 Strongly Agree	1	33 %
2 Mostly Agree	2	66 %
3 Somewhat Agree	0	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.67	

TABLE 26

GRADUATE COMMITTEES HAVE BEEN COOPERATIVE AND SUPPORTIVE.

Response		n	Percentage
1	Strongly Agree	1	33 %
2	Mostly Agree	1	33
3	Somewhat Agree	1	33
4	Somewhat Disagree	0	-
5	Mostly Disagree	0	-
6	Strongly Disagree	0	-
	Average	2.00	

TABLE 27

ACADEMIC PROGRAMS (CURRICULA) FOR MTCDP STUDENTS ARE FLEXIBLE.

Response		n	Percentage
1	Strongly Agree	1	33 %
2	Mostly Agree	0	-
3	Somewhat Agree	1	33
4	Somewhat Disagree	1	33
5	Mostly Disagree	0	-
6	Strongly Disagree	0	-
	Average	2.67	

TABLE 28

ACADEMIC PROGRAMS (CURRICULA) FOR MTCDP STUDENTS ARE INDIVIDUALIZED.

Response		n	Percentage
1	Strongly Agree	0	-
2	Mostly Agree	0	-
3	Somewhat Agree	1	33 %
4	Somewhat Disagree	1	33
5	Mostly Disagree	0	-
6	Strongly Disagree	0	-
0	No Answer	1	33
	Average	2.67	

TABLE 29

THE MTCDP SHOULD BE CONTINUED.

Response	n	Percentage
1 Strongly Agree	3	100 %
2 Mostly Agree	0	-
3 Somewhat Agree	0	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.0	

TABLE 30

ADVISORY BOARD MEETINGS ARE INFORMATIVE.

Response	n	Percentage
1 Strongly Agree	2	66 %
2 Mostly Agree	1	33
3 Somewhat Agree	0	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.33	

TABLE 31

I AM ALLOWED TO MAKE MY TRIBE'S OR COLLEGE'S IDEAS, CONCERNS AND SUGGESTIONS KNOWN AT THE ADVISORY BOARD MEETINGS.

Response	n	Percentage
1 Strongly Agree	2	66 %
2 Mostly Agree	1	33
3 Somewhat Agree	0	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.33	

TABLE 32

I USUALLY PROVIDE A REPORT TO MY TRIBE OR COLLEGE ON THE MTCDP AFTER AN ADVISORY BOARD MEETING.

Response		n	Percentage
1	Strongly Agree	1	33 %
2	Mostly Agree	0	-
3	Somewhat Agree	2	66
4	Somewhat Disagree	0	-
5	Mostly Disagree	0	-
6	Strongly Disagree	0	-
	Average	2.33	

TABLE 33

I RECEIVE MINUTES OF THE MTCDP ADVISORY BOARD MEETINGS ON A REGULAR AND TIMELY BASIS.

Response		n	Percentage
1	Strongly Agree	2	66 %
2	Mostly Agree	1	33
3	Somewhat Agree	0	-
4	Somewhat Disagree	0	-
5	Mostly Disagree	0	-
6	Strongly Disagree	0	-
	Average	1.33	

RATE THE QUALITY OF THE MTCDP IN THE FOLLOWING AREAS:

TABLE 34

ADEQUACY OF MSU TO MEET THE GOALS/OBJECTIVES OF THE PROGRAM.

Response	n	Percentage
1 Strongly Agree	1	33 %
2 Mostly Agree	2	66
3 Somewhat Agree	0	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.67	

TABLE 35

TRIBAL/COMMUNITY ACCEPTANCE AND SUPPORT OF MTCDP.

Response	n	Percentage
1 Strongly Agree	1	33 %
2 Mostly Agree	0	-
3 Somewhat Agree	2	66
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	2.33	

TABLE 36

OVERALL QUALITY OF ADMINISTRATION.

Response	n	Percentage
1 Strongly Agree	2	66 %
2 Mostly Agree	1	33
3 Somewhat Agree	0	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.33	

TABLE 37

OVERALL QUALITY OF INSTRUCTION.

Response	n	Percentage
1 Strongly Agree	0	-
2 Mostly Agree	3	100 %
3 Somewhat Agree	0	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	2.00	

TABLE 38

QUALITY OF THE PROGRAM IN GENERAL.

Response	n	Percentage
1 Strongly Agree	1	33 %
2 Mostly Agree	2	66
3 Somewhat Agree	1	-
4 Somewhat Disagree	0	-
5 Mostly Disagree	0	-
6 Strongly Disagree	0	-
Average	1.67	

THE MAJOR STRENGTHS OF THE MTCDP ARE:

- Administration.
- Providing an opportunity for tribal college staff to work on advanced degrees.
- The director of the MTCDP Program, being an Indian educator, truly committed to the strengthening of Tribal Colleges, has been the major strength of the program, along with his predecessor. The MTCDP program is the one program most responsible for the strengthening of the faculty of our 7 Montana tribal colleges.

THE MAJOR WEAKNESSES OF THE MTCDP ARE:

- The Advisory Board.
- The program recruited mostly the first year. We were not able to get the people in that would benefit the college the most.
- I am in constant communication with my faculty members who participate in the program and I do not have any comments as to any major weaknesses.

DO YOU HAVE ANY CHANGES THAT YOU MIGHT RECOMMEND FOR THE MTCDP PROGRAM?

- Develop an internship program so that participants can get relevant experience in tribal college administration. Involve the Advisory Board in what the curriculum is and its relevancy.

ADDITIONAL COMMENTS:

- Fort Belknap College has received a great amount of financial assistance for technical assistance. This technical assistance has brought a great deal of understanding for Board members, faculty and staff as to our responsibilities, our potential in leading the educational force on our reservation.
- Through the MTCDP program, two of my faculty members will have Ed.D.s, hopefully by the end of summer 1989. This will help FBC when we have our interim visit by Northwest Accrediting. For this we are grateful to the program also.

VII. COMPARISONS BETWEEN GROUPS & ANALYSIS

As only three (3) of the nine (9) Advisory Board members returned the evaluation survey, it is not possible to draw many conclusions from their comparison to those offered by the MTCDP students. Great care must be exercised by readers not to generalize too much, given the limitation of the data. The calculation is offered in arithmetic means.

TABLE 39

Item		MTCDP Students	Advisory Board
1.	I am familiar with the goals & objectives of the Montana Tribal College Development Program (MTCDP).	1.90 *	1.67
2.	The goals, objectives, budget and outcomes of the MTCDP are realistic.	1.70	1.67
3.	The academic support areas (i.e. tuition waivers, et c.,) provided by the MTCDP are adequate.	2.20	1.67
4.	The MTCDP staff provides adequate advising.	1.50	1.67
5.	The courses offered at the tribal colleges have been relevant to the needs of tribal college faculty and staff.	2.00	3.00
6.	The instructional materials the MTCDP has collected and developed are very useful.	2.40	1.67
7.	Graduate committees have been cooperative and supportive.	1.50	2.00
8.	Academic programs (curricula) for MTCDP students are flexible.	2.90	2.67
9.	Academic programs (curricula) for MTCDP students are individualized.	2.20	2.67
10.	The MTCDP should be continued.	1.00	1.00

* 1=Strongly Agree; 2=Mostly Agree; 3=Somewhat Agree; 4=Somewhat Disagree; 5=Mostly Disagree; 6=Strongly Disagree.

There is a general agreement on all items in common to the two groups (with the low number of returns from the Advisory Board, it is not certain that this agreement is actual to the groups as a whole). The greatest difference of opinion occurs with item 5 ("The courses offered at the tribal colleges have been relevant to the needs of tribal college faculty and staff". Advisory Board members answered "Somewhat Agree" to that item while the students responded that they "Mostly Agree" with that assertion. MTCDP students, because the courses were applicable to their graduate program, found them to be more relevant. The Advisory Board members and college presidents, conceivably, were not familiar with the courses and were thus less convinced of the courses' relevancy.

Taken as a whole, the comparison of the ten (10) items listed above suggests that no serious difficulties exist for the Montana Tribal College Development Program. There are no items which generated any responses which could be interpreted as "negative." Even with the limited number of responses from the Advisory Board members, there is a consistency of positive opinions for the program as a whole.

Another section of the evaluation asked participants and Advisory Board members to assess the quality of the Montana Tribal College Development Program in five (5) areas. Table 40 reflects the responses of each.

TABLE 40

	Item	MTCDP Students	Advisory Board
1.	Adequacy of MSU to meet the objectives/goals of the Program.	1.80 *	1.67
2.	Tribal/community acceptance and support of MTCDP.	1.90	2.33
3.	Overall quality of administration.	1.40	1.33
4.	Overall quality of instruction.	1.40	2.00
5.	Overall quality of program, in general.	1.40	1.67

* 1 = Excellent; 2 = Very Good; 3 = Good; 4 = Fair; 5 = Poor.

Again, as with the section of items earlier, the five (5) items above offer no great contrast of opinion between the Advisory Board and the student participants. The Advisory Board seems more critical of the tribal/community acceptance of the program and the quality of instruction than the students (it is stressed, herein, that neither group is dissatisfied with any area surveyed; quite the opposite is true, in fact). The Advisory Board is most critical (2.33) with the tribal/community acceptance of the MTCDP, however it might be suggested that is reflective of the presidents' frustration with the community acceptance of the college more so than of the MTCDP Program. The degree of difference in the assessment of instruction (item 4) is, in this reviewer's opinion, not significant enough (coupled with the low response rate from the Advisory Board) to be of any concern.

Generally, the student participants express a higher satisfaction with the program, according to items reviewed, than the Advisory Board. This is not unanticipated as the students are involved in the Program on a

continual and personal basis and thus share a "stake" in the Program. The Advisory Board seems on the periphery of the experience.

VIII. SUMMARY AND RECOMMENDATIONS

This reviewer has determined, based upon the data made available and gained via the interviews and surveys, that the goals and objectives set out by the Montana Tribal College Development Program in its initial grant request have, in the main, been met. Moreover, significant progress has been made toward meeting the objectives which, at this point in time, have not been so.

As this is the final year of a three year project, this evaluator would like to offer the following recommendations, based upon the analysis of the data, to the Montana Tribal College Development Program, its Advisory Board and its students. It is hoped that these recommendations will assist the MTCDP in programmatic developments in the future.

1. The Center for Native Americans Studies is urged to seek continuation of this program through reapplication to FIPSE or by seeking funding elsewhere. The need and value of the Project to the tribal colleges and communities is unquestionable and it is essential that continue on the same or a similar basis.

2. It is advised that the Program be continued on a multi-year level of no less than three (3) years. It is unrealistic to recruit students into a doctoral program with expectations that they will complete in a time-frame less than three years. It would be ideal to support doctoral students for five (5) years if that is an option.

3. Because the Montana Tribal College Development Program offers a unique approach to community development and because the literature about the tribal college evolution and environment is so sparse, this reviewer strongly recommends that the Project seek to disseminate its findings and observations in the form of articles and papers in professional journals and organizations. Moreover, the Project owes that same consideration (to share its findings) to the tribal colleges in whatever form is best transmitted.

4. Should the Project be successful in the reapplication to FIPSE or any funding source, top priority must be given to selecting participants of American Indian ancestry. This is not to preclude participation from non-Indian faculty and staff, but the development of the tribal college must include the development of its tribal people.

5. In the event that the Montana Tribal College Development Program does not continue in a formal way, fellows who are in the process of completing programs of study leading to a graduate degree must be continued until their completion.

6. It is recommended that the Tribal College Affairs option under the College of Education, Health and Human Development's program in Adult and Higher Education curriculum be continued and cultivated. The continuance of the option should not contingent upon the permanence of the Montana Tribal College Development Program in its present or future form.

7. The MTCDP is advised that the academic opportunities at the tribally controlled community colleges would be enhanced greatly by supporting faculty and staff to gain graduate degrees in all areas, including Adult and Higher Education.

8. It is recommended that the MTCDP seek innovative and effective ways to involve the tribal college presidents, either through the continued but more productive use of the Advisory Board or via another, more practical means.

9. MTCDP staff and the Advisory Board should carefully analyze recommendations and concerns expressed and identified by MTCDP staff, participants, Advisory Board members and the external reviewer.

This reviewer would like to thank the Principle Investigator, Project Director, Project secretary, students and Advisory Board members for providing requested documents, records and other documents for this examination. Special thanks are extended to all participants for their candid and honest participation in this evaluation.

Walter C. Fleming

Walter C. Fleming
External Reviewer

ADDENDUM A

STUDENT INTERVIEW SURVEY

MONTANA STATE UNIVERSITY
MONTANA TRIBAL COLLEGE DEVELOPMENT PROGRAM

- STUDENT SURVEY QUESTIONNAIRE -

INSTRUCTIONS:

Please fill out this questionnaire and return in the self-addressed envelope by July 22, 1988. Your responses will provide important information about and to the MTCDP program which will be used to improve the program in the future. Thank you.

A. PLEASE CIRCLE THE RESPONSE THAT YOU FEEL IS THE MOST APPROPRIATE:

	Valuative Item	Strongly Agree	Mostly Agree	Some-What Agree	Some-What Disagree	Mostly Disagree	Strongly Disagree
1.	I am familiar with the goals & objectives of the Montana Tribal College Development Program.	1	2	3	4	5	6
2.	The goals, objectives, budget and intended outcomes of the MTCDP are realistic.	1	2	3	4	5	6
3.	The academic support areas (i.e. tuition waivers, et cetera) provided by the MTCDP are adequate.	1	2	3	4	5	6
4.	The MTCDP staff provides adequate advising.	1	2	3	4	5	6
5.	The courses offered at the tribal colleges have been relevant to the needs of tribal college faculty & staff.	1	2	3	4	5	6
6.	The instructional materials the MTCDP has collected and developed are very useful.	1	2	3	4	5	6
7.	Graduate committees have been cooperative and supportive.	1	2	3	4	5	6

Valuative Item	Strongly Agree	Mostly Agree	Some-What Agree	Some-What Disagree	Mostly Disagree	Strongly Disagree
8. Assistance received on campus with registration, scheduling and the like is adequate.	1	2	3	4	5	6
9. Academic programs (curricula) for MTCDP students are flexible.	1	2	3	4	5	6
10. Academic programs (curricula) for MTCDP students are individualized.	1	2	3	4	5	6
11. The MTCDP should be continued.	1	2	3	4	5	6

B. Rate the quality of the MTCDP in the following areas:

	Excellent	Very Good	Good	Fair	Poor	Don't Know
12. Adequacy of MSU to meet the Objectives/goals of the Program.	1	2	3	4	5	0
13. Tribal/community acceptance and support of MTCDP.	1	2	3	4	5	0
14. Overall quality of administration.	1	2	3	4	5	0
15. Overall quality of instruction.	1	2	3	4	5	0
16. Quality of Program in general.	1	2	3	4	5	0

C. The Major Strengths of the MTCDP are:

D. The Major Weaknesses of the MTCDP are:

E. Do you have any changes that you might recommend for the MTCDP program?

F. Additional comments:

- THANK YOU -

ADDENDUM B

ADVISORY BOARD SURVEY

MONTANA STATE UNIVERSITY
MONTANA TRIBAL COLLEGE DEVELOPMENT PROGRAM

- ADVISORY BOARD QUESTIONNAIRE -

Instructions:

Please fill out this questionnaire and return in the self-addressed stamped envelope by July 22, 1988. Your responses will provide important information about and to the MTCDP program which will be used to improve the program in the future. Thank you.

A. PLEASE CIRCLE THE RESPONSE THAT YOU FEEL IS THE MOST APPROPRIATE:

	Valuative Item	Strongly Agree	Mostly Agree	Some-What Agree	Some-What Disagree	Mostly Disagree	Strongly Disagree
1.	I am familiar with the goals & objectives of the Montana Tribal College Development Program.	1	2	3	4	5	6
2.	I am familiar with the MTCDP proposal.	1	2	3	4	5	6
3.	I am familiar with the intended outcomes of the MTCDP.	1	2	3	4	5	6
4.	I am familiar with the budget items of the MTCDP.	1	2	3	4	5	6
5.	The goals, objectives, budget and intended outcomes of the MTCDP are realistic.	1	2	3	4	5	6
6.	The academic support areas (i.e. tuition waivers, et cetera) provided by the MTCDP are adequate.	1	2	3	4	5	6
7.	The MTCDP staff provides adequate advising.	1	2	3	4	5	6
8.	The courses offered at the tribal colleges have been relevant to the needs of tribal college faculty & staff.	1	2	3	4	5	6

Valuative Item	Strongly Agree	Mostly Agree	Some-What Agree	Some-What Disagree	Mostly Disagree	Strongly Disagree
9. The instructional materials the MTCDP has collected and developed are very useful.	1	2	3	4	5	6
10. Graduate committees have been cooperative and supportive.	1	2	3	4	5	6
11. Academic programs (curricula) for MTCDP students are flexible.	1	2	3	4	5	6
12. Academic programs (curricula) for MTCDP students are individualized.	1	2	3	4	5	6
13. The MTCDP should be continued.	1	2	3	4	5	6
14. Advisory Board meetings are informative.	1	2	3	4	5	6
15. I am allowed to make my tribe's or colleges ideas, concerns and suggestions known at Advisory Board meetings.	1	2	3	4	5	6
16. I usually provide a report to my tribe or college on the MTCDP after an Advisory Board meeting.	1	2	3	4	5	6
17. I receive minutes of the MTCDP Advisory Board meetings on a regular and timely basis.	1	2	3	4	5	6

B. Rate the quality of the MTCDP in the following areas:

		Excellent	Very Good	Good	Fair	Poor	Don't Know
18.	Adequacy of MSU to meet the Objectives/goals of the Program.	1	2	3	4	5	0
19.	Tribal/community acceptance and support of MTCDP.	1	2	3	4	5	0
20.	Overall quality of administration.	1	2	3	4	5	0
21.	Overall quality of instruction.	1	2	3	4	5	0
22.	Quality of Program in general.	1	2	3	4	5	0

C. The Major Strengths of the MTCDP are:

D. The Major Weaknesses of the MTCDP are:

E. Do you have any changes that you might recommend for the MTCDP program?

F. Additional comments:

- THANK YOU -